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ABSTRACT

This training model was designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The model was utilized and tested in 20 regional workshops by the Council of Chief State School Officers' Title IX Equity Workshops Project. Intended for use by the trainer, each of the five session outlines includes a lecture to introduce new concepts and activities that are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. Also included in each session are experiential activities, skills practice activities, and action-planning activities. The appendixes make up almost one-third of the document and contain the following: (1) an answer sheet for diagnosing sex equity interventions, (2) a summary of the implementation regulations for Title IX, (3) grievance and compliance procedures for enforcing Title IX, (4) sources of funding--examples of Department of Education funds, and (5) a glossary of terms relating to contracts and grants. (MLF)

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EA 017 949

TRAINER MANUAL

PLANNING FOR CHANGE TITLE IX AND SEX EQUITY.

Prepared By
Title IX Sex Equity Program

Adapted/Acopted
From the materials prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project
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PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workshop sessions are provided for the following groups:

Administrators, Title IX coordinators and school board members
Instructional personnel
Counseling and pupil services personnel
Physical activities personnel (physical education and athletics staff)
Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training manual.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Maryland).

Adaptations in the training materials for Colorado School districts were made by Dr. Martha Fair, Sex Equity Supervisor for the Colorado Department of Education and Linda S. Doyle, Consultant. The art work and cover design were done by the Art Department, Melanie Spurlin typed the manuals.

Title IX Sex Equity Staff
Equal Education Services Unit
Colorado Department of Education
April, 1980

SESSION SPECIFICATIONS

Session Population:

Local education agency staff, including administrators, Title IX coordinators, instructional staff, counselors and student personnel workers, vocational education personnel, and physical education and athletics staff; board members, and representatives of community groups.

Session Objectives:

The objectives for General Information Level III include:

To provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas.

To provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs.

To provide participants with an opportunity to develop preliminary plans for organization change which could contribute to the full implementation of Title IX and achieving sex equity in their districts.

To increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning.

Time Required:

Flexible (3½ to 4½ hours)

Materials Needed:

For participant use:

Diagnosing LEA Needs and Planning Technical Assistance Efforts (Participant Information Sheet 1)

Diagnosing Sex-Equity Interventions (Participant Worksheet 2)

Assessing Conditions for Change (Participant Worksheet 3)

Title IX Action Planning (Participant Worksheet 4)

Workshop Evaluation Sheet

Diagnosing Sex Equity Interventions - Answer Sheet (Appendix A)

For facilitator use:

A chart (on newsprint, acetate transparency, or chalkboard) on "Hierarchy of Needs"

A chart (on newsprint, acetate transparency, or chalkboard) on "Stages of Change"

A chart (on newsprint, acetate transparency, or chalkboard) on "Questions for Change Objectives"

Facilitators Required:

Although the session may be conducted by a single person, it is prefereable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Facilitator Preparation Required:

The facilitator should:

Thoroughly review this outline and all participant materials.

Review suggested lectures and adapt them to accommodate unique group needs and facilitator style.

Prepare charts as described in "Materials Needed" section.

Group Size:

Flexible

Facilities Required:

Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work.

Equipment and Supplies Required:

Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker; pencils for each participant.

Suggestions for Conduct of Workshops:

How can the workshop activities and sequence be adapted to fit shorter periods of time?

The session outline is designed for implementation in a two- to six-hour period. When it is necessary to modify activities into shorter periods of time, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary, the facilitator(s) should consider the following:

A. Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

Needs assessment activity/exercise -- Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with

general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal placing of the session objectives.

Cognitive activities -- Each session outline includes a lecture(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecture can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecture to ensure that all members of the group have a common frame of reference for subsequent activities.

Experiential activities -- These activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of these activities is to help participants assess for themselves the implications of the information presented for day-to-day activities.

Skills practice activities -- Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

Action-planning activities -- Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and, in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B. Provide participants with reading materials prior to the workshop session.

   If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in the lecture or information sheet may be distributed to participants prior to the workshop.

C. Reduce the amount of time spent on exercises and worksheets.

   One way the timelines for the session can be cut is to ask the participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways in which the participant materials may be used after the workshop.

What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

A. Remember that change in knowledge, attitudes and skills requires time and continued support. Each person must move through a process of exploring, understanding and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

B. Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

Defensiveness -- the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

Rejection of the group -- the categorizing of an individual or group as "hopeless". One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communication with all participants and continue to work through the feelings and ideas presented.

Future predictions -- statements to an individual or the group such as, "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in the workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

Avoidance of the issues -- dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as, "There's really no need for major changes in most programs", does not contribute to participant learning or problem solving. Workshop facilitators should

anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

Overcontrol of the participant group -- pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

C. Work to maintain a climate where participants' questions, feelings and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

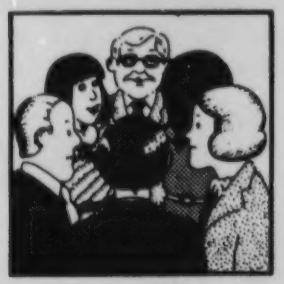
D. Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunities to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

KEY TO DRAWINGS

DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

DRAWING 1R: Small Hip-O-Niner references page numbers in Participant Workbook.

DRAWING 2: INDIVIDUAL ACTIVITY

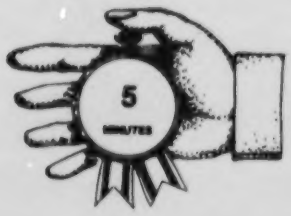


DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION

DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION

DRAWING 5: TIME DESIGNATION FOR COMPLETION OF AN ACTIVITY

SESSION AGENDA



Opening Comments (5 minutes)

Activity 1: Stages of Change

A. Lecture: "Basic Human Needs and Stages of Change" (10 minutes)
B. Large Group Discussion (10 minutes)

Activity 2: Title IX and Attaining Sex Equity: The Conditions for Change

A. Lecture: "The Conditions for Change" (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Diagnosing Sex Equity Interventions (25 minutes)
D. Large Group Discussion (10 minutes)
E. Individual Activity: Assessing Conditions for Change (15 minutes)
F. Small Group Discussion (15 minutes)
G. Large Group Discussion (15 minutes)

Activity 3: Actions for Change

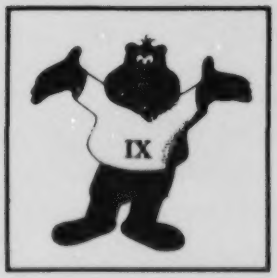
A. Lecture: "Implementing Title IX and Attaining Sex Equity: Actions for Change" (15 minutes)
B. Questions and Answers (5 minutes)

Activity 4: Title IX Action Planning

A. Introductory Comments: Considerations for Title IX Action Planning (5 minutes)
B. Individual Activity: Title IX Action Planning (10 minutes)
C. Small Group Discussion (20 minutes)
D. Large Group Discussion (10 minutes)

Activity 5: Summary and Evaluation

A. Introductory Comments (5 minutes)
B. Paired Interviews -- Workshop Evaluations (15 minutes)
C. Summary Comments (10 minutes)



SESSION INTRODUCTION

Purposes of the Activity:

The purposes of this activity are:

To introduce any facilitator(s) who may be new to the participants.

To provide participants with an overview of the content of this workshop session.

Materials Needed:

None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline.

Review suggested comments and adapt them to accommodate unique group needs and facilitator style.

PROCEDURE

The facilitator and any persons assisting with the session should be introduced if they have not been before the group before. The facilitator may wish to introduce the session with comments as the following:

"We've examined the legal context of Title IX; the social/educational context of Title IX; the application of Title IX requirements to educational policies, programs, and practices; and some more general concerns related to sex equity as they apply to our activities in schools. Now our attention must turn from expanding our understandings of Title IX and sex equity to planning our future actions to implement the Title IX regulation and to achieve sex equity in our schools and communities.

"Title IX and its implications have been examined from the perspective of change--legal change, social change, and educational change. Most of the activities included in the past sessions dealt with the things that we can do as individuals to eliminate sex discrimination and achieve equity through our various individual job functions. Each such action we take contributes to the general level of equity in our agencies and institutions.

"During this session, however, we are going to consider organizational changes -- those changes which require individuals or groups to move beyond particular individual job functions and to act in ways that change the policies, structures, norms, resource allocations, etc. of schools. It is important that we modify our own personal behavior; it is also important that we exert our influence to build equitable institutions or organizations. Each of us will need to define our personal commitment to sex equity efforts and to plan the actions we can take to attain both our personal change goals and the organizational change goals we hold for schools."

ACTIVITY

1

STAGES OF CHANGES

Activity Agenda:

A. Lecture -- "Basic Human Needs and Stages of Change" (10 minutes)
B. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with an understanding of basic needs and the psychological stages of the change process as they may be manifested during Title IX implementation efforts.

To prepare participants to anticipate sequential reactions to change in their own behavior and the behavior of others as efforts for achieving Title IX implementation and sex equity are implemented.

Materials Needed:

For participant use:

None

For facilitator use:

Charts (on newsprint, transparency, or chalkboard) containing the following information:

HIERARCHY OF NEEDS

Physiological needs (homeostasis, hunger, sex);

Safety needs (security, stability, freedom from fear, need for structure, need for order, need for limits);

Love and belonging needs (affection, a place in the group or family, acceptance, sharing of love);

Esteem needs (needs for achievement and recognition, attention, dignity, strength, adequacy, independence, prestige);

Self-Actualization needs (desire for self-fulfillment, being "true to oneself");

Desires to know and understand (curiosity, attraction to the unknown, the chaotic, the unexplained);

Aesthetic needs (craving for beauty or beautiful surroundings).

Stages of Change

Shock or surprise

Disbelief

Guilt

Projection

Intellectualization

Integration and action

Acceptance

Facilitator Preparation Required:

The facilitator should:

Thoroughly review the total session outline.

Review the suggested lecture and adapt it to accommodate unique group needs and facilitator style.

Prepare charts:

Hierarchy of Needs
Stages of Change

PROCEDURE

A. Lecture: "Basic Human Needs and Stages of Change"
(10 minutes)

The purpose of the following lecture is to provide participants with an understanding of the stages which many people experience as they work through the change process, as well as exploring the basic human needs upon which our behavior is predicated. It is important that persons working for change anticipate and be prepared to cope with the behaviors involved in the change process.

Before beginning the lecture, the facilitator should post the charts on Hierarchy of Needs and Stages of Change so that they are visible to participants.

Suggested Lecture:

"Before we begin our consideration of organizational change related to Title IX and sex equity in education, it may be useful for us to pause a moment to think about the role of change in our lives. We often use the word change without stopping to acknowledge that although the word in itself denotes newness or differentness, most of us are in fact very familiar with change. The content of particular changes may be new or different, but the process of change is one with which most of us are familiar. What may be new in this session is the attempt to verbalize or systematize what most of us know experientially but may not have discussed often.

"When we discuss change as it relates to educational equity and implementing change in educational institutions, it is helpful to begin by exploring the basic needs we have as individuals and the processes we experience in implementing change in our personal lives.

"In looking at these needs and processes, we will draw information from two theoretical models and apply these models to experiences in our own lives. We will concentrate on the practical aspects of each model to gain a better understanding of why and how change occurs.

'The task force on physical education and athletics is working to design the total physical education curriculum to ensure that an adequate variety of activities is provided to meet the needs of all students -- males and females.'

'One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence these decisions.'

'Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements.'

Acceptance

"The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understandings. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point are:

'We've worked steadily to reduce sexism in our educational programs and have made progress.'

'The skills I've learned to combat bias in textbooks have improved all aspects of my teaching.'

'Title IX has been an important motivation for improving our education programs and our relationships with the community.'

"This formulation of change would suggest that those of us working for the implementation of Title IX should observe the following guidelines for change:

Remember that change and learning take a period of time. Do not expect that persons will accept new ideas immediately.

'Those administrators have no awareness of sexism; they'll never accept change!'

'Parents in our community are so rigid. They'll never accept coed physical education classes.'

'We wouldn't have to deal with Title IX if it hadn't been for those crazy women!'

Intellectualization

"The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to 'think' about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem-solving can begin. Comments heard at this stage might include:

'You know, I realize that I do tend to expect the boys in my class to be better in mathematics than the girls.'

'Title IX implementation will require considerable effort from all persons in the system, but it is worth it if we can improve the quality of the educational services that we can provide.'

Integration and action

"The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking the actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information -- the action requriements or objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

Disbelief

"Shock or surprise soon gives way to active disbelief. We tend to resist information which would require us to re-examine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change are:

'There's no discrimination in our school!'

'I treat every student exactly alike.'

'We've already completed those Title IX requirements!'

Guilt

"When we receive new information we may feel inadequate or guilty about the content of the information or simply the fact that we did not know about the new information. Thoughts which may pass through our minds at this stage include:

'I should have realized that our school really does discriminate against students on the basis of sex!'

'I had no idea what I was doing when I separated boys and girls for reading and arithmetic classes.'

"Why didn't I know about this Title IX?'

Projection

"None of us can live with a great deal of guilt about our behavior or our lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

"When a basic need is threatened or goes unfulfilled, a natural sense of survival tells us that change may be necessary. While our reasons and motivations for changing or correcting an unsatisfactory situation are often very complex, let us say that there is a general psychological process we all experience as change occurs. The process involves seven stages which we will discuss individually. The stages are:

Shock or surprise
Disbelief
Guilt
Projection
Intellectualization
Integration and Action
Acceptance

"As we begin to move toward implementing our Title IX/sex equity change plans it is important that we remember the process by which persons change -- the ways we react to new information and learn to deal with that information -- because anticipating these predictable stages of human reaction can help us understand and deal with the change process.

"A listing of these stages of change is posted on the chart. They include the following:

Shock or surprise

"Our first reaction to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments which might be heard when people are at this initial stage process include:

'What! Discrimination in our school?'

'What do you mean that I discriminate against females/males in my classroom?'

'Title IX? What are you talking about?'

The Hierarchy of Needs

"Abraham Maslow provides us with a way of looking at graduating levels of human needs. As you can see from the chart, these needs begin with the most basic things like hunger, security, acceptance and a place in a group or family, and continue with what might be called "higher-level" needs, including dignity and independence, desire for self-fulfillment, a driving curiosity, and a craving for beautiful surroundings.

"While we may consider all of these needs basic for all individuals, the needs are complexly interrelated and their necessary degree of fulfillment will vary from individual to individual.* For example, the person who is chronically unemployed may be largely satisfied if only s/he can find a job which will pay for the day's food. On the other hand, the person who has a satisfying job, a sense of independence, and supportive friends or family, may take time to visit an art gallery or plant a rose garden.

"The concept of 'fairness' or educational equity may be related to some of our most basic needs like safety, and may also affect higher level needs such as self-esteem and self-actualization. The educator who feels discriminated against because of sex or race differentiation in hiring practices may experience a threat to her/his economic security -- a stark reality related to the needs for safety and stability. The student who is ridiculed as the only male member in a sewing class or the only female student who wants to try out for the all-male basketball team, may experience a loss of confidence which can affect the need for esteem, dignity and adequacy.

*Maslow, Abraham H., MOTIVIATION AND PERSONALITY, Second Edition, Harper and Row, New York, 1954.

Anticipate that the first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often a necessity before we can begin creative and rationale problem solving.

We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own ultimate reactions or those of others."

The facilitator should allow a few minutes for questions and clarification of any points made during the lecture.

B. Large Group Discussion (10 minutes)

The facilitator should take about 10 minutes to conduct a discussion with the group about personal experiences the participants have had with the change process, particularly as it relates to meeting basic needs. The discussion should be based on the following kinds of questions:

What personal experiences (at any age) have you had which required a significant change in your life? (Have participants refer to the Stages of Change and Hierarchy of Needs charts as they think about this.)

What basic need(s) were involved?

How did you feel?

How did you deal with the situation (and/or how was the situation dealth with by others)?

Did change occur as a result of the situation?

If so, what problems arose in trying to implement the change?

Do you feel the situation was fairly/adequately resolved? If not, how would you have liked it to turn out?

Individuals should participate voluntarily. The facilitator can encourage involvements by first relating his/her own personal experience. These experiences need not be

directly related to Title IX, but should reflect any situation in the person's life which served to limit her/his potential or to deny basic needs. Participants may prefer to relate experiences of students, friends or colleagues, and this should also be encouraged.

ACTIVITY

2

TITLE IX AND ATTAINING SEX EQUITY: THE CONDITIONS FOR CHANGE

Activity Agenda:

A. Lecture: "The Conditions for Change" (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Diagnosing Sex Equity Interventions (25 minutes)
D. Large Group Discussion (10 minutes)
E. Individual Activity: Assessing Conditions for Change (15 minutes)
F. Small Group Discussion (15 minutes)
G. Large Group Discussion (15 minutes)

Purposes of the Activity:

To provide participants with an overview of the conditions necessary for organizational change related to Title IX implementation and the attainment of sex equity.

To provide participants with a framework for assessing organizational change needs as they relate to Title IX implementation and the attainment of sex equity.

To involve participants in an analysis of the organizational changes necessary for Title IX implementation and attainment of sex equity in their own schools and communities.

To involve participants in the identification of interventions and actions which may be used to assist Title IX implementation and the attainment of sex equity in their own schools and communities.

Materials Needed:

For participant use:

Diagnosing LEA needs and Planning Technical Assistance Efforts (Participant Information Sheet 1).

Diagnosing Sex-Equity Interventions (Participant Worksheet 2).

Assessing Conditions for Change (Participant Worksheet 3).

Diagnosing Sex-Equity Interventions: Answer Sheet (Appendix A).

For facilitator use:

None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and all participant materials.

Review suggested lecture and adapt it to accommodate unique group needs or facilitator style.

PROCEDURE

A. Lecture: "The Conditions for Change" (10 minutes)

The purpose of this lecture is to provide participants with a framework for considering organizational change and for analyzing the conditions which can facilitate Title IX-related change.

Suggested Lecture:

"It would be difficult for anyone to live in a society such as ours and not be aware of the multiple changes that influence our personal lives and the development of our institutions and communities. How often, however, do we realize that the primary goal of education is to assist the change process, and that those of us who are involved in education must consider that part of our role is to serve as change agents? Although this term may sound unfamiliar, we should recall the nature of education and the learning process. Learning activities are often defined as those activities which produce change in behavior. As persons involved in education, we are concerned with producing change and supporting institutions which are growth -- or change -- producing.

"As educators, most of us are more comfortable dealing with concerns related to individual change, in that individual learning and change is the essence of the educational process as it is traditionally defined. "It is equally important, however, that we become more aware of and skilled at dealing with institutional or organizational change. Title IX implementation and sex equity for male and female students must be evident both within the individual classrooms and activities of the school, and in the structure and operation of the total school system. The degree to which schools are structured as open, equitable institutions has a profound impact on the quantity and quality of individual learning which occurs in them and on the attainment of equity in our society.

"Perhaps one of the reasons that many of us may not be conscious of our role in organizational change is that organizational change seems complex and beyond any influence which we as individuals may exert. It is true for each of us as individuals that some of the forces for a particular organizational change may be beyond our control.

However, it is equally true that each of us has the power to influence many organizational changes. Each of us can assist in building the types of education institutions most likely to contribute both to the development of individual human potential and the development of the skills, knowledge, and capability which are needed if our society is to manage social change effectively and achieve equity for all citizens.

"The concern for Title IX implementation and the demand for sex equity are both responses to change in our society and stimuli to further personal, professional, and organizational change. Our involvement in change efforts provides us with a number of opportunities to participate in organizational change and to gain experiences which can enhance our personal growth. These include opportunities to:

Enhance our professional skills.

Develop a rational, systematic problem-solving process which can produce organizational and professional change.

Contribute to the knowledge, skills, commitment, and persistence which are needed to build equitable, growth-producing education institutions which can serve as role models to other societal institutions.

"Most of us have had the opportunity to identify some Title IX-related goals for our individual, professional activities. At this point we will be examining the needs for organizational change related to Title IX and sex equity and considering a method of developing goals for the needed organizational change.

"A beginning point for assessing the organizational change needs for implementing Title IX and attaining sex equity is the consideration of the conditions which can facilitate change in schools and communities. Seven conditions appear to be essential if the changes necessary for the full implementation of Title IX and attainment of sex equity are to occur:

1. Change begins with a consensus that sex discrimination and sex bias exist and that such discrimination and bias should be eliminated.

"The first step in dealing with any educational issue is recognizing that a need for change exists. Acknowledgement of the need must be made by persons working within the school system and persons within the community being served. Until there is some level of consensus that sex discrimination and sex bias is a problem in the schools, there is comparatively little that can be done to develop programmatic strategies for dealing with the problem. When no consensus exists, appropriate action strategies would focus on increasing peoples' awareness of existence of the problem. Such strategies would include documentation of differential treatment of male and female students and employees; dissemination of this information; involvement of students, personnel, and community members in efforts to assess sex equity Title IX compliance; implementation of awareness sessions; etc.

2. Change requires an understanding of the specific sources of sex discrimination and bias in education and their possible effects.

"Determination of appropriate change strategies requires an understanding of specific sources of sex discrimination and bias. During earlier sessions we considered the vehicles or the means of differential sex role socialization in schools. These include differential access to courses, differential treatment in the classroom, biased counseling and guidance, differential physical education and competitive sports activities, the bias of textbooks and instructional materials, etc. If we are to reduce sex discrimination and bias, educational personnel must have a thorough understanding of the specific behaviors which result in differential treatment of females and males and of the outcomes of such behaviors. Our understandings of the vehicles of differential socialization are comparatively recent and all educational personnel must devote effort to gaining skills in the recognition and identification of actions for their elimination. Inservice training programs, the dissemination of information, classroom/school

observations, and individual reading and study are strategies which may be used for increasing the understanding of educational personnel of the sources of bias and discrimination and of their effects.

3. Change requires the existence of leadership committed to goals for change in education and articulating these goals.

"Change requires leaders -- persons who have the ability to recognize change needs and to communicate a vision of what the future could be like if these needs were met. Leadership for change in educational policies, practices, and programs must come from a variety of sources. Members of governance bodies such as boards of education must provide policies which can initiate and support efforts for change. Administrators must initiate and support programs which can provide the structure for the attainment of equity. Instructional personnel and counseling staff must demonstrate equity in the delivery of educational services. Community groups and interested citizens must articulate equity goals and evaluate school policies and programs against these goals. Leadership from each of these sources is essential. Ongoing efforts of schools, professional groups and association, and community groups to identify, develop, and support programs which can increase activities and actions to eliminate sex discrimination and bias are methods of increasing leadership in this area.

4. Change requires the specification of particular goals for the achievement of equity and the development of models for accomplishing change.

"Even when we recognize a problem and can identify goals for its alleviation, there is little likelihood that we will achieve change until we've identified specific, observable change objectives. General goals must be delineated into specific objectives, and the activities which can lead to their attainment must be identified. For example, the general goal of achieving sex equity in the classroom must be organized into such objectives as identifying bias in textbooks and instructional materials, eliminating differential treatment of female and male students, etc. This process is facilitated by the development of change models and specific 'how to' models.

5. Change requires the allocation of human and financial resources.

"Change toward implementation of Title IX and the attainment of sex equity in schools will not be achieved without some expenditure of human and financial resources. In most instances it is important that both types of expenditures are made. The expenditure of money for programs without the assignment/development of competent staff is not likely to result in significant change. Likewise, the continued assignment of staff responsibilities without the provision of the resources needed for support in carrying out these responsibilities is not likely to produce change. Documentation of the need for resources, development of program proposals, and assessment of the results of the expenditure of human and financial resources are strategies for increasing the allocation of resources.

6. Change requires that educational personnel possess the capability (knowledge and skills) for delivering educational equity.

"As we identify change goals and objectives, we must not forget that almost any change requires the acquisition of new knowledge and skill. Activities which can assist the development of the necessary knowledge and skill include: attendance at and provision of Title IX-related workshops and training programs; procurement and distribution of relevant materials; maintenance of and support for experimental and demonstration projects and programs; and participation in inservice staff development programs. Each school system must support staff development efforts and reinforce those persons who continue to increase their knowledge and skills if sufficient capability is to be achieved.

7. Change requires the development of a system for the recognition of progress in educatinal programs and the reinforcement of personnel who have made efforts toward Title IX implementation and the attainment of sex equity.

"Too often we expect change to occur and maintain itself. It is important that we realize that if change is to be

maintained it must be recognized and reinforced. Recognition of progress in changing programs, policies, and practices should be an integral part of the operation of schools and of the interaction between schools and community groups. In addition, individual employees should be reinforced for any effort they make toward providing nonsexist services.

"The existence of each of these conditions contributes to the critical mass of forces which must be present before full implementation of Title IX is achieved. Development of each of these conditions within our schools and communities calls for a variety of parallel strategies. Each of us may be interested in working on different aspects of the problem. This is natural and productive. It is crucial, however, that we determine those areas in which we want to contribute and then develop a systematic plan for doing so.

"Later in the session we're going to pursue this formulation of the seven conditions for change as it related to our own schools and communities. We'll be assessing the degree to which these conditions exist, as a means of identifying the organizational change need of our schools related to Title IX implementation and the attainment of sex equity. We will first explore several hypothetical examples of sex equity interventions."

B. Questions and Answers (5 minutes)

The facilitator should provide an opportunity for questions and answers before moving on to the next activity. This should not be longer than five minutes, so that participants can move into the completion of the worksheet entitled, "Diagnosing Sex-Equity Interventions."

C. Small Group Activity: Diagnosing Sex Equity Interventions (25 minutes)

The facilitator should take about ten minutes to introduce this activity with comments such as the following:

"Before we can analyze the present level of Title IX compliance in our own school districts and plan strategies for change, it will be helpful to become familiar with the

phases of Title IX compliance and how we can apply information about these phases to sample problem situations. We will begin by reviewing a chart which describes:

Phases of Title IX compliance,

Characteristics of each phase of compliance,

Appropriate local education agency (LEA) objectives or change goals,

Suggested state education agency (SEA) technical assistance strategies to meet those objectives, and

The LEA audiences at which the strategies should be directed.

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"Please find Participant Information Sheet 1 entitled, 'Diagnosing Local Education Agency Needs and Planning Technical Assistance Efforts.' The chart provides a summary of the information we will be using to analyze several hypothetical case examples. Please follow along as I discuss the chart for you."

At this point, the facilitator should read aloud the information on the chart (presented below), beginning with the headings and continuing with the first phase of compliance, "No Action." The chart should be read horizontally, so each phase of compliance is dealt with completely before moving to the next phase of compliance.

After the chart has been reviewed, the facilitator should allow a few minutes for questions of clarification before moving on to the case examples.

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"Now that we have an informational base for recognizing phases of Title IX compliance, change objectives, and technical assistance strategies, let's try out our understanding of the information by applying it to several hypothetical case examples. Please find Participant Worksheet 2, 'Diagnosing Sex Equity Interventions.'

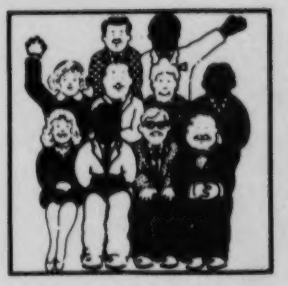
"One of the difficult problems for sex equity specialists is to diagnose the technical assistance needs of LEAS and then provide the types of interventions which are needed. The purpose of this worksheet is to help you think about ways of diagnosing problems faced by LEA personnel and providing technical assistance for solving these problems.

"We would like you to form small groups of about three or four persons to complete the activity. Please move into these groups now."

When participants have formed their small groups, continue as follows:

"Take about ten minutes to read and follow the directions on the worksheet. You should individually jot down your observations regarding each case example, and then compare responses with other members of your small group. We will discuss the problems and solutions with the entire group when you have completed your analyses. Any questions?"

The facilitator should answer questions for clarification and provide any necessary assistance to the small groups as they work.



D. Large Group Discussions (10 minutes)

After approximately ten minutes, the facilitator should reconvene the total group and have participants discuss and compare their answers to the following questions (Do this for <u>each</u> case example):

What is the "baseline condition" of the LEA?
What goals should be set for change?
What kinds of technical assistance should be provided?
What audiences need to be reached?

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Participants should be given about ten minutes to present and discuss their answers before proceeding to the next activity. For answers regarding the state of compliance in each case example, refer participants to Appendix A in their workbooks.

E. Individual Activity: Assessing Conditions for Change (15 minutes)

The purpose of the next two activities is to provide participants with a means of assessing the degree to which the conditions for implementing Title IX and achieving sex equity exist in their own schools and communities. The activity might be introduced by remarks such as the following:

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"One of the ways that we begin to formulate goals for organizational change is to assess the degree to which the conditions for implementing Title IX and achieving sex equity exist in our own schools and communities. Please find Participant Worksheet 3 entitled, 'Assessing Conditions for Change.' Think about the situation in your schools and community and answer the questions on the worksheet. You'll have about fifteen minutes to work on the worksheets individually and then we'll be sharing the information in small groups."

F. Small Group Discussion (15 minutes)

After participants have had about fifteen minutes to complete the worksheets, the following directions should be given.

"We're going to ask you to form small groups of not more than six persons and to compare your assessments of your school/community situations. If other persons from your community are here at the workshop you may wish to discuss your responses with them. To the degree possible, try to focus on the identification of action steps and the ways that you can work individually, or with groups, to initiate or support organizational efforts."

The facilitator should allow about fifteen minutes for small group discussions. The facilitator should move about the room to gain some idea of participant responses and to be able to answer any questions which may arise in the small groups.

G. Large Group Discussion (15 minutes)

After small groups have had an opportunity to discuss their responses to the worksheets, the facilitator should process the experience in the total group. The majority of the discussion time should be devoted to such questions as:

In what areas have we seen the greatest progress? In student programs? In employment?

In what areas do the greatest needs exist? In student programs? In employment?

To which of the conditions did you assign priorities?

What types of action steps did you identify?

Points which should be made during this discussion are:

The identification of needs is the first step for goal setting. Goals represent the difference between where we are and where we want to be.

The conditions outlined on the worksheet are stated in terms of organizational change needs. It is important that we spend time identifying how individual actions and strategies can contribute to the changes which are needed for institutional response.

The priorities and action steps which we have identified during this activity will be used in further action planning during this session.

Participant Information Sheet 1

DIAGNOSING LOCAL EDUCATION AGENCY NEEDS AND PLANNING TECHNICAL ASSISTANCE EFFORTS

page 1

LEA BASELINE CONDITION		LEA CHANGE GOALS	SEA INTERVENTIONS		LEA AUDIENCE
Phases of compliance	Indicators of this condition are:	The objectives for change are:	Focus	Strategies to meet the objectives are:	
I. No action	o Violations of Title IX o No prior SEA interventions/ requests o No consideration of sex equity in state plans/reports	o To insure paper compliance with Title IX o To provide basic information on problems of sex discrimination and sex bias o To create an awareness of the need for training of educational personnel to facilitate compliance and sex equity efforts	o Informational/legal	o Information dissemination - materials/ mailings - briefings o Technical assistance on compliance requirements - consultation - materials/ models dissemination o Compliance monitoring	o Adminstrators o Governance members o Title IX coordinators

LEA BASELINE CONDITION		LEA CHANGE GOALS	SEA INTERVENTIONS		LEA AUDIENCE
Phases of compliance	Indicators of this condition are:	The objectives for change are:	Focus	Strategies to meet the objectives are:	
II. Paper compliance	o Completed procedural requirements o Violations of Title IX o Minimal SEA interventions/ requests	o To provide all education personnel with initial experiences in the recognition and correction of sex discrimination and sex bias o To provide all education personnel with basic skills for implementing sex equity efforts in their individual professional responsibilities	o Educational	o Inservice training o Materials/ resources dissemination	o All groups of education personnel -- administrators teachers counselors physical educators vocational educators
III. Pocket compliance	o Fragmented activities o Minimal allocation of staff/ financial resources o Isolated individual efforts toward equity o Isolated Title IX violations	o To review all policy and program documents to correct any sources of sex bias/discrimination and to insure inclusion of sex equity goals o To develop administrative policy and structures which can support continuing sex equity activities o To diffuse efforts toward equity throughout the district o To identify internal sex equity change agents and to build a support network for their continuing activities	o Organizational/ mainstreaming	o Program review o Compliance monitoring o Consultation model building o Program development/ dissemination/ monitoring inservice training o Team building	o Administrators governance members o Administrators o All groups of education personnel o Advocates and selected leaders

LEA BASELINE CONDITION		LEA CHANGE GOALS	SEA INTERVENTIONS		LEA AUDIENCE
Phases of compliance	Indicators of this condition are:	The objectives for change are:	Focus	Strategies to meet the objectives are:	
IV. Commitment and operational programs	o Coordinated system-wide program o Functioning systems of problem identification o Functioning systems of reinforcement	o To insure continuing skills building opportunities for all education personnel o To increase individual skills and organizational capability for problem identification and solution o To maintain systems for communication and reinforcement of progress	o Programmatic/ reinforcement	o Problem-solving o Consultation o Program documentation/dissemination o Training-of-trainers	o Administrators o Title IX coordinators o Sex equity cadres (specialists) o Teachers o Students o Parents

Participant Workaheet 2

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DIAGNOSING SEX EQUITY INTERVENTIONS

Directions: Described below you will find a number of problems which arise in local education agencies.

1. Read each problem.
2. Use this sheet to write down observations you make about each problem, addressing the following areas:

    a) Probable baseline conditions within the LEA.
    b) The goals for a technical assistance intervention.
    c) The methods to be used in providing technical assistance.
    d) The audiences to be reached.
    e) Any additional information needed or other considerations which should be made.
3. Refer to Participant Information Sheet 1, "Diagnosing LEA Needs and Planning Technical Assistance Efforts" as a resource.

Problem One

Wellington School District is known throughout the state as one of the more progressive districts. The district was one of the first in the state to request information and training on Title IX and sex equity. The state department of education provides Wellington District with copies of the Title IX regulation and state staff conducted a three-hour session on Title IX in 1976. In addition, the sex equity coordinator has met with the vocational education staff in 1978 for a three hour workshop.

Review of the state files reveals that the district has voluntarily filed a copy of the corrective and remedial steps taken as a result of the institutional self evaluation, the name of the Title IX coordinator, and a copy of the grievance procedure.

No request for technical assistance activities has been received since 1977 and there is no evidence of any continued activity in the area of sex equity.

Problem Two

Taliaferro School District is located in a medium sized district serving about 20,000 students. The state university is also located in the same community. The superintendent is known as a "mover and shaker" in the community and has taken a strong personal role in Title IX implementation efforts. Superintendent Gary has worked with the board of education and has consistently interpreted Title IX as a necessary part of quality education programs. He has established a Title IX Advisory Committee composed of citizens and students with ex-officio representatives from the administrative staff and the school board to oversee all areas covered under Title IX. This Advisory Committee was instrumental in the district's institutional self-evaluation. Periodically, teams from the committee have visited schools to review the implementation of Title IX and have made recommendations for action to the superintendent.

The district has implemented a number of training programs for education personnel. Currently the superintendent is concerned that the Sex Desegregation Assistance Center which has served the district in the past will no longer be able to furnish training services because it has lost its funding. He has called on the state department to provide continued training and consultation assistance.

Problem Three

Consualo Perez, a sex equity specialist for the state of Logan, is reviewing the state department files on the Rocky Mount District. There are no records of correspondence from the district regarding sex equity, and there are no records of sex discrimination complaints filed against the district with OCR or the Logan Human Rights Commission.

A telephone call to the person officially listed as Title IX coordinator is not satisfactory. The coordinator does not know whether or not a self-evaluation was completed, an assurance form was filed, or a grievance procedure has been developed.

Problem Four

Grand Mesa District is a rural, isolated district serving 10,000 students. The superintendent of the district has been in this position for 12 years, and he is known as a capable person who is committed to implementing the policies of the board of education and maintaining a sense of stability.

A committee from the Grand Mesa League of Women Voters has called on the state department of education for assistance. One League member is a teacher of home economics at a junior high school in Grand Mesa; she has developed a curriculum on the changing paid work and family responsibilities of women and men for inclusion in an 8th grade family living course. She is concerned, however, that boys are discouraged by counselors from enrolling in this course and that enrollments in district vocational education programs are highly sex segregated.

The state sex specialist has made a few phone calls to friends in Grand Mesa and learned that several Title IX complaints have been filed with the Office for Civil Rights after unsatisfactory resolution of the complaints through the internal grievance process. The superintendent has stated to the press that the schools are in compliance with all Title IX requirements.

Participant Worksheet 3

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ASSESSING CONDITIONS FOR CHANGE

In considering progress and needs related to Title IX implementation it is useful if we assess the degree to which institutions have responded to the need for change and the degree to which the conditions for change exist in our schools and community. It is on the basis of these factors that we can design interventions and action plans which can be successful for meeting our goals.

Please read each of the questions outlined below and answer as best you can in terms of your own perspective and evaluation of the present situation in your schools and community.

Title IX Implementation -- Evaluating the Specifics

In general, how would you rate the progress made by schools in your community in the implementation of Title IX since June 1975 when the Title IX regulation became effective?

Little progress made. _____

Minimal procedural compliance. _____

In-depth self-evaluations accomplished and appropriate corrective and remedial actions taken and/or underway. _____

Full implementation of Title IX throughout most of the education agency's policies, practices, and programs. _____

Student Programs

One of the areas covered by Title IX is the prohibition of sex discrimination in student programs and activities. Please indicate the two aspects of student programs and activities in which you feel greatest progress has been made and the two aspects where greatest change is needed.

Area	Greatest Progress	Greatest Need
Access to courses or programs.		
Athletics and competitive sports.		
Counseling and guidance.		
Graduation requirements.		
Health services/insurance.		
Physical education programs.		
Scholarships.		
Student regulations.		
Vocational education.		
Other (please specify).		
_____		
_____		

Employment

Another area covered by Title IX is the prohibition of sex discrimination in employment policies and practices. Please indicate two aspects of employment in which you feel greatest progress has been made and the two aspects where greatest change is needed.

Area	Greatest Progress	Greatest Need
Differential application of nepotism rules.		
Fringe benefits.		
Hiring and selection of staff.		
Labor organization contracts.		
Leaves of absence/sabbaticals.		
Maternity leave provisions.		
Promotion policies and practices.		
Salary equilizations (for equivalent position).		
Tenure policies and practices.		
Other (please specify).		
_____		
_____		

What factors (training, materials, related events, etc.) have contributed most to the implementation of Title IX?

1. _____

2. _____

3. _____

What factors have retarded or impeded the implementation of Title IX?

1. _____

2. _____

3. _____

The degree of success achieved in implementing Title IX and attaining sex equity is related to the extent to which seven conditions have been met. One method of identifying needed action steps is to determine the degree to which these seven conditions have been met in your schools and community. Questions regarding the existence of these conditions are provided below.

1. Is there a consensus regarding the existence of sex discrimination and bias in education and the need for their alleviation?

2. Is there an understanding of the sources of sex discrimination and bias in education and their possible effects?

3. Is there leadership committed to and articulating goals for change?

4. Have change goals for the achievement of equity and models for accomplishing goals been specified?

5. Have human and financial resources been allocated for change efforts?

6. Do education personnel have the capability (knowledge and skills) for delivering educational equity?

7. Is there a system for the recognition of progress in educational policies, programs, and practices and the reinforcement of personnel who have made efforts toward the delivery of nonsexist services?

The questions on the following pages ask you to consider the degree to which these conditions now exist, the types of actions or interventions which might be taken to contribute to their achievement and the priorities for efforts in these directions.

Please rate your assessment of the general existence of each of the change conditions listed below on a scale from 1 through 5. Indicate your rating by circling the appropriate number.

1. Consensus regarding the existence of sex discrimination and bias in education and the need for their alleviation.

   A. To what extent do you believe there is general awareness/agreement on the existence of sex discrimination and sex role stereotyping in education?

   1 — 2 — 3 — 4 — 5

   Little or no awareness/agreement — Widespread awareness/agreement

   B. To what extent do you believe that the alleviation of sex discrimination and sex role stereotyping is a priority concern within the education community?

   1 — 2 — 3 — 4 — 5

   Low priority — High priority

   C. To what extent do you believe that Title IX is seen as a significant tool for the attainment of sex equity in education?

   1 — 2 — 3 — 4 — 5

   Little or no significance — Major significance

2. Understanding of the sources of sex discrimination and bias in education and their possible effects.

   A. To what degree do you feel that there is a general understanding of the sources of sex discrimination and bias in their operation?

   Those sources specified in the Title IX regulation?

   1 — 2 — 3 — 4 — 5

   Little or no understanding — Extensive understanding

Those sources not addressed in the Title IX regulation? (e.g., stereotyping in curriculum)

1	2	3	4	5
Little or no understanding			Extensive understanding	

B. To what extent do you believe that there is an understanding of the possible relationships between sex discrimination/stereotyping in education and sex differences in educational and career outcomes?

1	2	3	4	5
Little or no understanding			Extensive understanding	

3. Existence of leadership committed to and articulating goals for change in education.

A. To what extent do you believe that leadership exists for the translation of consensus and understanding of the issues of sex discrimination and bias into goals for organizational and institutional action?

1	2	3	4	5
Little or no leadership			Effective leadership	

B. To what extent do you believe that educational leadership has articulated its commitment to the elimination of sex discrimination and sex bias in education?

1	2	3	4	5
Little articulation of commitment			Extensive articulation or commitment	

4. Specification of change goals for the achievement of equity and models for accomplishing change.

A. To what degree have the requirements of Title IX and the concerns related to sex equity in education been specified and incorporated within the policies, program plans, and management procedures of education institutions/agencies?

1	2	3	4	5
Little or no specification/ incorporation			Extensive specification/ incorporation	

B. To what degree do models for such specification and incorporation exist?

1	2	3	4	5
Little or no development of models			Extensive model development	

5. Allocation of human and financial resources for achieving change.

A. To what degree have responsibilities for Title IX implementation and attainment of sex equity been assigned to all personnel within education institutions/agencies?

1	2	3	4	5
Responsibilities unassigned		Responsibilities centralized	Responsibilities distributed across levels and functions	

B. To what degree have financial resources been allocated to the achievement of Title IX compliance and/or other activities related to the attainment of sex equity?

1	2	3	4	5
Few resources allocated			Significant resources allocated	

6. Capability of education personnel for achieving equity

   A. What is the general estimate of the level of capability of education personnel (their possession of knowledge and skills) to implement Title IX and to attain sex equity in education?

7. A system for the recognition of progress in educational policies, programs, and practices and the reinforcement of personnel who have made efforts toward the delivery of nonsexist services.

   A. To what extent do you believe that this is positive recognition of efforts or programs to achieve Title IX implementation and sex equity?

1	2	3	4	5
Little or no recognition			General recognition	

   B. To what extent do you believe that there is reinforcement and support of staff efforts to eliminate discrimination and bias in the delivery of services?

1	2	3	4	5
Little or no reinforcement			Major Reinforcement	

Although it is likely that activities directed toward the greater attainment of each of these conditions would be desirable, it may be useful to consider your priorities for action. Please consider each of the conditions listed below and rank them in terms of your priorities for attention by placing a 1 beside the area you believe needs greatest attention at this time, a 2 beside the second most important area, etc.

1. Achieving consensus regarding the existence of sex bias discrimination and sex bias in education and the need for their alleviation. _____

2. Developing an understanding of the sources of sex discrimination and bias in education and their possible effects. _____

3. Increasing leadership committed to and articulating goals for change in education. _____

4. Specifying the change goals for the achievement of equity and models for accomplishing these changes. _____

5. Increasing the allocation of human and financial resources to education equity concerns. _____

6. Increasing the capability of education personnel to achieve equity. _____

7. Developing a program of recognition and reinforcement for efforts to eliminate sex discrimination and bias. _____

Review the priorities which you have assigned to the seven conditions. Select the two conditions which you ranked 1 and 2 and list them in the space provided below. To the side try to identify the types of actions which could be taken within your community by various groups which would contribute to increasing the degree to which each of the conditions exist. Place an asterisk (*) by those action steps where you can initiate or support the suggested actions.

	Condition	Actions which can be taken
1.		
2.		

ACTIVITY

3

ACTIONS FOR CHANGE

Activity Agenda:

A. Lecture: "Implementing Title IX and Attaining Sex Equity: Actions for Change" (15 minutes)
B. Questions and Answers (5 minutes)

Purpose of the Activity:

To provide participants with an overview of specific actions which may be used for Title IX implementation and the attainment of sex equity.

To prepare participants for action planning by providing suggestions for personal and organizational actions which may be taken to promote Title IX implementation and the attainment of sex equity.

Materials Needed:

None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline and all participant materials.

Review suggested lecture and adapt it to fit unique group needs and facilitator style.

PROCEDURE

A. Lecture: "Actions for Change" (15 minutes) .

Suggested Lecture:

"The full implementation of Title IX and the attainment of sex equity often seem difficult to envision. As a result, we find ourselves caught up in the difficult day-to-day activities necessary for survival and we do not deal with the problems of assessing future needs systematically and of developing programs to meet these needs. Effective change efforts require planning and undertaking deliberate actions toward change. It is only in our active involvement for change that our skills as educators are fully developed and realized.

"Implementation of any new program requires a change planning effort. The steps in the change planning process include:

Gaining an awareness of the problem and considering alternatives relative to the problem;

Diagnosing the specific problems and considering alternatives for their alleviation;

Developing an action plan which specifies tasks, responsibilities, timelines and required expenditures;

Implementing the actions;

Monitoring, evaluating, correcting, and extending the plan.

"The institutional self-evaluation requirement of the Title IX regulation, the notification requirement, the grievance procedure requirement -- each of these provides a means for completing some of the steps necessary for planned change.

"Successful implementation of planned change activities requires incorporation of problem-solving efforts and the utilization of a variety of organizational change strategies. All educational personnel should understand both the specified change or problem-solving mechanisms provided

under the Title IX regulation, and the more general types of change actions as they might be applied to Title IX implementation.

"First, let's consider two problem-solving mechanisms which are provided by the Title IX regulation -- the grievance procedure and the complaint procedure.

> The filing of grievances - The grievance procedure as discussed in General Information Level II provides a method of problem resolution which is readily accessible to students and employees. The primary strengths of the grievance procedure are that it provides an opportunity for problem resolution at the level where the resolution must be implemented (the local agency); that it may provide for a speedy resolution of the problem; and that it provides the local agency with an opportunity to identify and deal with problems outside intervention.

The weakness of the grievance procedure is that its effectiveness is dependent upon the degree to which there is an effort on the part of the local administration to develop and use the procedure in an open climate of problem-solving. If the procedure is used in a manner which suggests resistance to examine or deal with grievances, it is unlikely that it will be an effective method of problem-solving.

The filing of complaints - A second problem-solving mechanism provided by Title IX is the complaint procedure. Individuals or groups who believe that they have been discriminated against on the basis of sex in any manner prohibited by the Title IX regulation may file a complaint with the Office for Civil Rights, U.S. Department of Health, Education, and Welfare in Washington, D.C. Complaints must be filed within 180 days after the alleged Title IX violation. This action may be taken after the unsatisfactory use of a local grievance procedure, simultaneously with the filing of a grievance, or without utilization of the local grievance procedure.

The Office for Civil Rights is required to take some investigative action within fifteen days after a complete complaint has been filed. If, after completing its investigation, the Office for Civil Rights makes a finding of

discrimination, procedures are specified for the correction of the discrimination. If attempts to resolve the matter between the Office for Civil Rights and the institution or agency charged with discrimination fail the Office for Civil Rights may institute administrative procedures which may result in suspension or termination of Federal assistance and denial of further awards.

The filing of a complaint is useful when:

> It is the preference of the complainant(s) not to use the internal Title IX grievance procedure.
>
> There is evidence to suggest that the grievance procedure is not being effectively implemented.
>
> There is evidence to suggest that a grievance will not be resolved within the 180 day limit for the filing of complaints.
>
> A grievance has been resolved in a manner considered to be inequitable by the complainant(s).

"A third problem-solving strategy is not stated in the Title IX regulation, but it is inherent in our legal/judicial system -- that is the litigation of Title IX-related issues. Although litigation is a more formal method of problem solving than either grievance procedures or complaint procedures, it is an important method of remedying discrimination and seeking an interpretation of the requirements of the law.*

*The individual's right to bring court suit under Title IX without prior utilization of the Federal Complaint procedure has been brought into question. The Seventh U.S. Court of Appeals held in Cannon v. University of Chicago and Northwestern University that individuals may bring suit under Title IX only after use of the administrative process provided by the Office for Civil Rights, U.S. Department of Health, Education, and Welfare. Precedents permitting private suit without the filing of Federal complaints have, however, been developed under Title VI of the Civil Rights Act of 1964, the statutory prohibition of race discrimination on which Title IX was patterned. The Cannon interpretation is being challenged. Individuals wishing further clarification should seek legal counsel.

Legal actions: The laws prohibiting discrimination on the basis of race and sex have been and continue to be interpreted by the courts. The precedents established in case law of other anti-discrimination acts provided much of the foundation for the Title IX regulation. In the final analysis, many of the disagreements regarding interpretation of the Title IX regulation will be answered through litigation.

In general, litigation of Title IX issues should be undertaken when:

The situation to be litigated involves a point where clarification of the regulatory requirements is needed.

The facts of the case are in dispute.

The case involves employees or students who have not been able to receive a fair hearing and/or relief from alleged discrimination by other means.

"The strength of the legal action strategy is its involvement of judicial authority which can provide binding resolution of the issues and establish legal precedent. The weaknesses of this form of problem-solving are the amount of financial resources and time required for such litigation.

"In addition to these Title IX problem-solving methods specified in the regulation or implied in the legal/judicial process, there are numerous organizational change strategies which may be applied toward Title IX implementation and the attainment of sex equity in education. These include:

Policy development/clarification/communication

The written policies of a district establish the guidelines or 'rules' which are to be followed in carrying out educational programs and activities. The policies are important in that they are available to everyone and they provide the standards for the operation of educational programs and activities.

Although all districts are required by the Title IX regulation to have a general policy of nondiscrimination on the basis of sex, few have developed the necessary policy guidelines which specify the implications of the policy for various district operations. Effective policy implementation requires the specification of the policies and ongoing efforts to ensure their dissemination.

Development/clarification/communication of policy and policy guidelines is an important continuing action for Title IX implementation and organizational change.

Study and evaluation

The importance of systematic data collection and identification of corrective and remedial actions was recognized in the Title IX regulation in its requirement for an institutional self-evaluation. It is essential that data collection be maintained as a method of measuring progress and identifying recurrent or emerging problems. If there is reason to believe that the institutional self-evaluation was not as comprehensive as might be desirable, consideration should be given to an updating of the self-evaluation.

Staff Training

Full implementation of Title IX is only attained when the requirements of the regulation are modeled in the delivery of educational services. This can only occur when there is an ongoing effort to ensure that all staff have an understanding of the intent and implications of Title IX, and the knowledge and skills necessary for the delivery of nonsexist services. Any educational change requires retraining of personnel to ensure that they acquire necessary knowledge and the required skills. If education personnel are to acquire Title IX-related knowledge and skills, then regular training, periodic monitoring, and continuing reinforcement of desired nonsexist behaviors will be required.

Community involvement

Virtually all cultural groups within our society have developed a system for the assignment of roles, including educational roles, on the basis of sex. Because Title IX calls for a re-evaluation of the ways that educational roles may be assigned on the basis of sex, concerns are likely to be raised in the community. Continuing school involvement and dialog with the variety of groups represented in the community are an important change strategy. The goal of such involvement should be assessment of community needs relevant to school programs and the communication of the intent and implications of school policies to community members.

Program modification/development

Attainment of Title IX implementation and sex equity is likely to require both the modification of existing programs and the development of new programs. For example, an area where compliance with the requirements of the regulation is likely to necessitate program modification is the women's competitive sports program. In most schools, program modifications are necessary for providing equal access and equal oppotunity for women in athletics.

In addition, there are many other areas where the development of programs would facilitate Title IX compliance efforts and the attainment of sex equity. Such programs might include special counseling programs to encourage males and females to move into nontraditional areas of vocational education, administrative internship programs for minority and female staff members, programs to acquire nonsexist classroom materials, etc.

Budget allocations

Implementation of Title IX and achievement of sex equity may require budget allocation or reallocation of existing funds. Procurement of funds for program development or program modification may be needed when necessary actions cannot be integrated into existing programs or when there is need to assess the impact of specific programs.

- "These are some of the action strategies which may be applied to issues of Title IX implementation and organizational change. Each of you should continue to identify other action strategies and determine those which are appropriate for your situation. The greater the number of alternatives which you can identify, the greater the likelihood that you can select a strategy which is appropriate to the requirements of the specific situation.

  "In a few minutes we'll be developing action plans. Perhaps some of the action strategies which we've just discussed would be appropriate for organizational change efforts in your community."

  B. Questions and Answers (5 minutes)

  The facilitator should allow a few minutes for question and clarification of any points made during the lecture.

ACTIVITY

4

TITLE IX ACTION PLANNING

Activity Agenda:

A. Introductory Comments: Considerations for Title IX Action Planning (5 minutes)
B. Individual Activity: Title IX Action Planning (10 minutes)
C. Small Group Discussion (20 minutes)
D. Large Group Discussion (10 minutes)

Purpose of the Activity:

To provide participants with an overview of the planning process for implementation of Title IX.

To increase participants' skills in action planning.

To provide participants an opportunity to initiate the development of action plans to assist Title IX implementation and the attainment of sex equity.

Materials Needed:

For participant use:

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Title IX Action Planning (Participant Worksheet 4)

For facilitator use:

A chart (on newsprint, transparency, or chalkboard) on Questions for Change Objectives, including the following information:

Questions for Change Objectives

What is to be changed?
Who is going to change or be changed?
How are they going to be able to perform or change?
Where will the change occur?
When will the change occur?

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and all participant materials.

Review introductory comments and adapt them to accommodate unique group needs or facilitator style.

Prepare chart:

Questions for Change Objectives

PROCEDURE

A. Introductory Comments: Considerations for Title IX Action Planning (5 minutes)

This activity is designed to ensure that participants understand the procedures for action planning and initiate the first steps of action planning during the session. Before beginning, the facilitator should post the chart on Questions for Change Objectives in view of participants.

Suggested Lecture

"During the next activity we're going to be initiating plans for actions in our schools and communities which can assist Title IX implementations and the attainment of sex equity. Each of you has a Title IX Action Planning worksheet which can assist you in developing plans for change. Before we look at the worksheet, let's review the way that we can use the planning process to increase our ability to establish objectives and achieve those objectives.

"The first step in the change process is identifying a sense of direction that has meaning to us or establishing the objectives for the changes we wish to make. What would you like to be able to do that would increase your capability for delivering nonsexist educational services or what would you like to see changed in your educational agency? Would you like to:

Identify and develop nonsexist learning resources for use in the classroom?

Evaluate and improve the Title IX grievance procedure being used?

Evaluate and modify the personnel management system of the district?

Develop an inservice training program for staff?

"Any of these or the many other ideas that you may have identified during other activities or on the Assessing Conditions for Change worksheet are worthwhile starting points for change. One of the ways to identify those change objectives which are important to us is to imagine that it is one year from now. What things should be different in your schools?

What specific changes would you like to make? A change objective should answer the questions you see on the chart (refer to chart):

What is to be changed?

Who is going to change or be changed?

How are they going to be able to perform or change?

Where will the change occur?

When will the change occur?

"For example, a change objective which answers all of these questions might be:

To provide three days of inservice training for all teaching and instructional staff in the district on correcting bias in textbooks and in teacher behavior by _____ (a specific date).

"In the objective above these questions are answered in the following ways:

The what to be changed is the bias in textbooks and teacher behavior.

The who to be changed is all teaching and instructional staff.

The how they will be changed is through three days of training.

The where the change will occur is in the district inservice training sessions.

The when change will occur is before _____ (A specific date).

"Once you've stated your change objective, there are some important questions you can ask to determine the likelihood of achieving that change. These are:

Is it possible to achieve the change objective?

Is it probable that, with effort, you could achieve the change objective?

Is the change objective specific enough that you'll know when you have achieved your change objective? (It's easier to know when you have identified three nonsexist curriculum resources than when you have generally taught students in a nondiscriminatory manner.)

Have you set a time deadline for achieving your objective?

Have you decided that your change objective is the best alternative for your efforts?

Is this something you really want to achieve?

"If the answer to any of these questions is 'no,' you may need to modify your objective to make it more specific or relevant to your interests.

"Once you're certain of your change objective, you will need to identify where you can look for support and assistance and where you can expect problems. The questions to be considered now include:

What are the barriers that you will encounter in trying to achieve your change objectives?

Where can you find support for achieving your change objectives?

What resources will you have to assist you? (knowledge? skills? money? people?

"Once you've identified these factors, you're ready to begin outlining the action steps which will need to be taken for achieving your objective and setting a time for completing each action step. This gives you a program plan for change."

B. Individual Activity: Title IX Action Planning (10 minutes)

Participants should be provided at least ten minutes for the completion of Participant Worksheet 4 entitled, "Title IX Action Planning." The facilitator may introduce this activity with the following comments:

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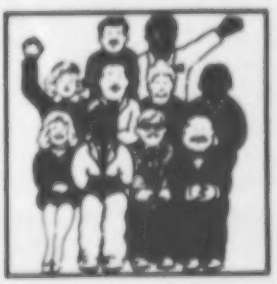
"Now we're going to ask you to consider Participant Worksheet 4 entitled, 'Title IX Action Planning.' This worksheet is designed to guide you in the development of change plans which can contribute to the implementation of Title IX. You may wish to think about the organizational change needs you've identified earlier in this session as you work on this sheet. You will have about ten minutes to work individually."

The facilitator should move around the room and be available to provide participants assistance in the formulation of specific objectives.

C. Small Group Discussion (20 minutes)

When participants have completed their worksheets, small groups of four to six persons should be formed. The facilitator may wish to provide the following instructions:

"We hope you've had time to identify some specific action objectives related to Title IX implementation and/or the attainment of sex equity. We're going to ask you to form groups of four to six persons and meet together to discuss, compare, and refine your objectives and action plans. Those of you who are from the same community may find it useful to meet together. Others may wish to work with people you've worked with earlier or form a group on the basis of your own criteria. You'll have about twenty minutes to discuss your plans within your small group."



D. Large Group Discussion (10 minutes)

The facilitator should conduct the large group discussion. She/he may wish to ask for examples of participants' action objectives. Placing these on newsprint is a good method of reinforcing the importance of the objectives and keeping them before participants' view. Allow ten minutes for this activity.

The facilitator may wish to use questions such as the following for the large group discussion:

Do the action objectives meet the criteria listed on the second sheet, e.g., are they possible, probable, etc?

Where do most of us find support for change efforts?

What types of resources were you able to identify?

What things will you need to do next week to begin putting your plans into action?

Participant Worksheet 4

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TITLE IX ACTION PLANNING

I. Establishing Change Objectives

What three actions related to Title IX compliance and the elimination of sexism in your own professional functioning, or in the policies, programs, or practices of your education agency would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the actions and write the change objective which is most important to you. Make sure it answers the following questions:

What is to be changed?
Who is going to change or be changed?
How will they be changed?
Where will the change occur
When will the change occur?

II. Identifying Barriers and Supports for Change

A. What are the most important barriers that you will encounter in working toward the change objective that you've selected?

B. What supports will you have in working toward your change objectives?

III. Re-evaluating Your Change Objective

Now that you've identified barriers and supports for your change objective, think about the following questions:

Is attainment of the change objectives possible?

Is attainment of the change objective probable?

Is the objective stated in behavioral and concrete ways? Is it observable and/or measurable?

Do you believe your change objective is the best available alternative for achieving your change goals?

Is this something you really want to achieve?

IV. Planning for Accomplishing the Objective

A. Resources for change

What resources (knowledge, skills, money, people, etc.) will you need to achieve your change objective?

knowledge/skills:

money:

people:

B. Action steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timelines you will set for their completion.

Action Step	Time Completed
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

ACTIVITY

5

SUMMARY AND EVALUATION

Activity Agenda:

A. Introductory Comments (5 minutes)
B. Paired Interviews -- Workshop Evaluations (15 minutes)
C. Summary Comments (10 minutes)

Purpose of the Activity:

To involve participants in the evaluation of workshop activities and materials.

To summarize the workshop experience and place workshop concerns in a closing context of ongoing personnel, organization, and social development.

To acknowledge the contributions of persons who have provided leadership for the workshop.

Materials Needed:

For participant use:

Workshop Evaluation Sheet (in Participant Workbook)

For facilitator use:

None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and all participant materials.

Review suggested comments and adapt them to accommodate unique group needs and facilitator style.

PROCEDURE

A. Introductory Comments (5 minutes)

The purpose of this activity is to obtain participant evaluations of the training processes and training materials used in the session and to provide participants with a sense of closure. The evaluation activity is an important reflective activity for participants. The evaluation procedure which utilizes evaluation interviews, has been designed to encourage careful consideration of the evaluation questions.

Participants will be asked to pair with someone whom they do not know well. They will be asked to interview the other member of the pair as a method of evaluation.

The workshop leader should give the instructions in the following manner:

"We are always concerned about the quality of the training we provide and the ways we can improve that training. It is important that we know what aspects of the workshop have been helpful and how we might have provided a better experience for you.

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"You will find a Workshop Evaluation Sheet in your Participant Workbook. We would like you to complete the worksheet but to do so in a slightly different way. To do this we would like you to pair with someone whom you do not know well.

"After you've found a person to pair with we would like you to use the evaluation worksheet as a guide for interviewing that person to obtain her/his evaluation of the workshop and the ways the workshop might be improved. As you obtain your partner's answers, please fill in the sheet. When you've finished you will have an opportunity to add any clarifying comments you think might be helpful at the bottom of the sheet. Your partner will fill out a similar sheet on your evaluation of the workshop. You'll have about fifteen minutes for this activity. Each of you should take turns interviewing the other."

B. Paired Interviews: Workshop Evaluation (15 minutes)

After participants have spent approximately seven minutes in their interview pairs, the facilitator may wish to remind them to change roles to make sure that both partners are interviewed. After fifteen minutes, the facilitator should close the activity by telling participants that their evaluation sheets will be collected as they leave the workshop.

C. Summary Comments (10 minutes)

Some of the points which might be included in the summary comments are:

"During this workshop we have focused on the implementation of Title IX and the attainment of sex equity. Before leaving the workshop, however, it is important that we place the workshop experiences within the context of three major concepts which must guide our activities.

Title IX is one part of a total education equity movement.

Title IX is an evolutionary step in our nation's effort to provide equity for all citizens. Our experiences with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

Anyone working to attain educational equity must remember the multiple ways that equity may be denied -- on the basis of race, national origin, religion, cultural identity, sex, possession of physical handicaps, social class -- and work to ensure that the needs of all students are provided for.

Many of the principles and understandings discussed in this workshop may be applied to any group attempting to achieve educational equity. Each of you must extend your awareness and apply your energies toward achieving educational equity for all groups.

Our nation's concern for educational equity is a reflection of changes in our society and it is a crucial step in preparing for a more enlightened future society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is impacted by widespread social, economic, and technological change. During different activities we've examined some of these changes which are most relevant to the concerns of sex equity. Other social, economic, and technological changes have led to our concerns for race equity, cultural equity, social class equity, etc. The changes in our society and the struggles of various groups to achieve equity must inevitably be felt in the schools.

Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal for our democratic society.

The movement for educational equity is an important vehicle for educational reform.

As educators we can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Attempts to attain educational equity can contribute to basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn -- these reforms are possible within the context of educational equity. In addition, reform efforts provide educational personnel with the goals for renewal of their own knowledge, skills, and

capabilities. If educational equity is to be attained, each of us must increase our skills of instruction, curriculum design, problem solving, administration, program development, program monitoring, etc. This need to increase our skills and capability provides a challenge to all of us involved in the schools.

"As you go back to your schools and communities, remember that the ultimate tests of our capability and understanding will be the degree to which educational equity for all students can become a reality in local schools.

"This workshop could not address all of the concerns and issues which are important to the total area of educational equity. We hope that each of you will view this workshop as only one step in your efforts to implement Title IX and to attain educational equity. We hope that it will serve to stimulate your interest in and commitment to increasing your personal and organizational change skills and that you have identified resources and goals which can assist you in your future activities."

Summary comments should acknowledge the contributions and leadership of persons involved in the workshop. Before adjourning, the facilitator should make certain that persons are stationed at all exits to collect the evaluation forms, and that participants are reminded to turn them in as they leave.

APPENDICES

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APPENDIX

A

Problem One:	(Wellington School District): Paper Compliance
Problem Two:	(Taliaferri School District): Commitment and Operational Programs
Problem Three:	(Rocky Mount School District): No Action
Problem Four:	(Grand Mesa School District): Pocket Compliance

APPENDIX

B

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 — A SUMMARY OF THE IMPLEMENTING REGULATIONS

Title IX of the 1972 Education Amendments is the first comprehensive Federal law to prohibit sex discrimination in the admission and treatment of students by education institutions receiving Federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions. It reads:

> 'No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

The implementing regulation for Title IX was issued by the Secretary of Health, Education and Welfare in June, 1975. Its provisions may be grouped into five major sections--general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admissions of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient: The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any

person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." [§86.2(h)]

Federal financial assistance: Education agencies or institutions which receive any of the following are considered recipients of "Federal financial assistance" for purposes of Title IX:

> Grants or loans from the Federal Government, including funds for:
>
> > Acquisition, construction or renovation of buildings or facilities;
> >
> > Scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.
>
> Grants of Federal property.
>
> Provision of the services of Federal personnel.
>
> Any other contract, agreement or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty. [§ 86.2(g)]

Copies of the regulation have been supplied to all local education agencies and postsecondary institutions. Copies of the regulation may also be obtained from the Department of Education, Washington, D.C. 20201 or the Sex Equity Project, Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203.

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a Federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. [§86.3(a)]

Affirmative action. In the absence of a finding of sex discrimination, a recipient educational institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. [§86.3(b)]

Self-evaluation. Every education institution receiving Federal funds must, within one year of the effective date of the regulation:

> Evaluate its policies and practices as to their compliance with the regulation;
>
> Modify its policies and practices as necessary for compliance;
>
> Take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. [§86.3(c)]

Assurance required. Every application for Federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the regulation. Forms will be supplied by the Office for Civil Rights, ED. [§86.4]

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be noti-

fied of the name, office address and phone number of the employee. [§86.8(a)]

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for the filing of a complaint with the Office for Civil Rights, ED.) [§86.9(a)]

Notification of policy. Recipients must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. [§86.9(a)]

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex announcement, bulletin, catalog, application form or other materials used in connection with the recruitment of students or employees. No publication should suggest, by text or illustration, that the recipient treats students, applicants or employees differently on the basis of sex except as permitted by the regulation. [§86.9(b)]

COVERAGE

General. The regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from Federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity, or program which it operates or sponsors; including athletics and other extracurricular activities. The Federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") [§86.11]

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational insti-

tutions; and social fraternities and sororities in post-secondary institutions. YMCA's and YWCA's, Girl and Boy Scouts, Camp Fire Girls and other voluntary youth service organizations. [§86.12, §86.13 and §86.14]

Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. [§86.15]

ADMISSIONS

The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

Ranking applicants separately on the basis of sex;

Applying numerical limitations on the number or proportion of either sex who may be admitted;

Treating one individual differently from another on the basis of sex;

Administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;

Applying any rule concerning the actual or potential parental, marital or family status of a student which treats persons differently on the basis of sex;

Discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);

Making pre-admission inquiry as to the marital status of an applicant. [§86.21(a), (b), (c)]

Discrimination in the recruitment of applicants for admission is also prohibited:

> Preference may not be given nor may applicants for admission be recruited on the basis of attendance at an educational institution which is predominantly single sex unless the pool of applicants eligible for such preferences includes roughly equivalent numbers of males and females [§86.22];
>
> A recipient may not discriminate on the basis of sex in the recruitment of students unless additional recruitment efforts for members of one sex are undertaken as remedial or affirmative action. [§86.23(a)]

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All education institutions or activities receiving Federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the regulation requires that:

> 'no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or any other education program or activity operated by a recipient.' [§86.3(a)]

It specifically provides that recipient institutions may not, on the basis of sex:

> Provide different aid, benefits or services;
>
> Deny any person such aid, benefits or services;
>
> Subject any person to separate or different rules of behavior, sanctions or other treatment;
>
> Discriminate against any person in the application of any rules of appearance;
>
> Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;

Provide significant assistance (defined in the preamble to the Regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or services to students or employees;

Limit any person in the enjoyment of any right, privilege, advantage or opportunity. [§86.13(b)]

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. [§86.31(c)]

Programs not operated by recipients. A recipient institution may not facilitate, require, permit or consider as part of an activity or program it operates, participation by any applicant, student or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. [§86.31(d)]

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. [§86.32(a)(b)]

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students in housing other than provided by the recipient. [§86.32(c)]

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. [§86.33]

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses. [§86.34]

With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the regulation at the elementary level and three years from the effective date of the secondary and postsecondary levels. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. [§86.34(a)(b)(c)]

Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. [§86.34(e)]

Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. [§86.34(f)]

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services and facilities comparable to each course, service and facility offered in or through such schools. [§86.35]

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. [§86.36(a)]

Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. [§86.36(b)]

Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. [§86.36(c)]

Financial assistance. Recipients may not, on the basis of sex:

Provide different amounts or types of financial assistance, limit eligibility for such assistance or apply different criteria;

Apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;

Assist, through solicitation, listing, approval, or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. [§86.37(a)]

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

Students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;

An appropriate sex-restricted award should be allocated to each student selected;

No student may be denied the award for which he or she was selected because of absence of financial assistance designed for a member of that student's sex. (According to the preamble of the regulation, if there are insufficient sources of financial aid designated for members of a particular sex to provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) [§86.37(b)]

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the regulation dealing with athletics. [§86.37(c)]

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. [§86.38]

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. [§86.39]

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex. [§86.40(a)]

No student may be discriminated against or excluded from an education program or activity, (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. [§86.40(b)]

> A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
>
> A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary, must ensure that this program is comparable to the program offered to nonpregnant students.
>
> A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service, or policy in which such recipient participates with respect to students. If there is no leave policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. [§86.40(b)]

Athletics. The general requirement of this section is that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis. [§86.41(a)]

Separate teams may, however, be operated for members of each sex where:

Selection for such teams is based upon competitive skill; or

The activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). [§86.41(b)]

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, ED will consider, among other factors:

Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

Provision of equipment and supplies;

Scheduling of games and practice time;

Travel and per diem allowance;

Opportunity to receive coaching and academic tutoring;

Assignment and compensation of coaches;

Provision of locker rooms, practice and competitive facilities;

Provision of housing and dining facilities and services;

Publicity.

Unequal aggregate expenditures for members of each sex or for male and female teams will not constitute noncompliance, but ED may consider the failure to provide neces-

sary funds for teams for one sex in assessing equality of opportunity. [§86.41(c)]

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the regulation, secondary and postsecondary schools within three years. [§86.41(d)]

Textbooks and curricular materials. Nothing in the regulation requires or prohibits the use of particular textbooks or curricular materials. [§86.42]

EMPLOYMENT

General. All education institutions receiving Federal financial assistance must comply with the employment provisions of the regulation. In general, the regulation prohibits:

> Exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration or selection thereof, whether full or part-time.
>
> The limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
>
> Entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient;
>
> The granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex

eligible for such preference are roughly equivalent. [§86.51(a)]

Specifically, discrimination is prohibited in:

Recruitment, advertising and the process of application for employment;

Hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff and rehiring;

Rates of pay or any other form of compensation;

Job assignments, classifications and structure, including position descriptions, lines of progression and seniority lists;

The terms of any collective bargaining agreement;

Granting and returning from leaves of absence, leaves for pregnancy and related conditions, leaves for persons of either sex to care for children or dependents;

Fringe benefits;

Selection and financial support for training, including apprenticeship, professional meetings, conferences and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;

Employer sponsored activities, including social or recreational programs;

Any other term, condition or privilege of employment. [§86.51(b)]

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. [§86.52]

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex. [§86.53]

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensations which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs, the performance of which requires equal skill, effort and responsibility and which are performed under similar working conditions. [§86.54]

Job classification. A recipient may not:

Classify a job as being for males or females;

Maintain separate lines of progression, seniority lists, career ladders or tenure systems based on sex;

Maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona fide occupational qualification for the positions in question. [§86.55]

Fringe Benefits. Under this regulation, fringe benefits means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave and any other benefit or service of employment. A recipient shall not:

Discriminate on the basis of sex with regard to making fringe benefits available to employees, or making fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;

Administer, operate, offer or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;

Participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates on such basis. [§86.57(a)(b)]

Marital or parental status. A recipient may not:

Take any employment action concerning the potential marital, parental or family status of an employee or applicant which treats persons differently on the basis of sex; or

Which is based upon whether an employee or applicant is the head of household or principal wage earner. [§86.56(a)]

Pregnancy. A recipient may not discriminate against or exclude any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration, and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. [§86.57(b)(c)(d)]

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. [§86.60(a)(b)]

Sex as a bonda fide occupational qualification. Recipients may make employment decisions prohibited by the regulation provided they can demonstrate that sex is a bona fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped charac-

terizations of one or the other sex, or on preference based on sex of the recipient, employees, students or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. [§86.61]

ENFORCEMENT PROCEDURES

Pending ED's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Education, Washington, D.C. 20201 or to the Office for Civil Rights, 1961 Stout Street, Denver, CO 80294.

APPENDIX

C

ENFORCING TITLE IX: GRIEVANCE AND COMPLAINT PROCEDURES

Individuals or groups who believe that they have been subject to discrimination which would be prohibited under Title IX have recourse to two procedures through which they may seek to enforce their rights under Title IX. These are the internal Title IX grievance procedure, which must be maintained by all education agencies and institutions receiving Federal funds, and the Federal administrative complaint process. Each of these procedures offers its users particular advantages and disadvantages.

The internal Title IX grievance procedure

Every education agency or institution receiving Federal financial assistance must adopt and maintain a procedure for the prompt and timely resolution of student and employee allegations of possible Title IX violations. In the absence of any standards for grievance procedures in the Title IX regulation, the structure and effectiveness of these procedures varies widely from agency to agency.

The primary advantage of the grievance procedure to its users is its ready accessibility. It provides an opportunity for problem resolution at the level where the resolution must be implemented (the education agency or institution); it may provide for relatively rapid and inexpensive resolution of the problem; and it provides the education agency or institution with an opportunity to identify and deal with Title IX-related problems without outside intervention.

The weakness of the grievance procedure is that its effectiveness is dependent upon the commitment and good faith efforts of the agency/institution to implement the procedure in an open climate of problem identification and solution. If the procedure is implemented in a manner which suggests resistance on the part of the agency to examine, correct or redress possible non-compliance with Title IX requirements, it will not function as an effective method of enforcement to the grievant or as a method of problem solving for the agency/institution.

The Federal administrative complaint process

Individuals or groups who believe that they have been discriminated against in a manner prohibited under Title IX (or persons or groups authorized to act on their behalf) may file a complaint with the Office for Civil Rights, Department of Health, Education, and Welfare (OCR/HEW) in Washington, D.C., or in one of 10 regional offices. Complaints must be filed in writing within 180 days after the alleged Title IX violation. This action may be taken after the unsatisfactory use of a local grievance procedure, simultaneously with the filing of a grievance, or without utilization of the local grievance procedure.

A complaint is considered by OCR to be complete when it includes the following information. (a) the name and address of the complainant, (b) those injured by the alleged discrimination, (c) the names and addresses of the injured parties where they number three or fewer persons, (d) the name and address of the institution or individual alleged to have discriminated, (e) the approximate date(s) on which the alleged discrimination took place, and (f) sufficient background information to permit HEW to commence an investigation.

HEW is currently under a court order (issued pursuant to the case of Adams v. Mathews) regarding its handling of complaints. The court order requires OCR to observe the following timelines in handling complaints: (a) Within 15 days of receiving a complaint, OCR will evaluate it and reply. (b) Within 105 days, OCR will complete its investigation and determine whether there has been a rights violation. (c) If there is a violation, OCR will complete its efforts to achieve compliance by voluntary means within 195 days. (d) If there is a violation and compliance is not achieved voluntarily, OCR will initiate formal enforcement proceedings (which could lead to the suspension or termination of Federal financial assistance and eligibility for such assistance) within 225 days, or refer the case to the Department of Justice for legal proceedings.

Although the identity of the person(s) filing a complaint is kept confidential if possible, it is sometimes impossible for OCR to investigate a complaint without the identity of the complainant becoming known. Agencies are

prohibited from discriminating against or discharging any student or employee because she/he has made a complaint or assisted with an investigation.

The primary strength of the complaint process for the complainant is that it provides a method for involving the Office for Civil Rights as an outside third party in consideration of the alleged discrimination. Because of the strength of the sanctions possible under the complaint procedure (suspension or termination of Federal funds), many education agencies and institutions find it desirable to negotiate voluntary compliance efforts if discrimination is found.

The weakness of the Federal administrative complaint process for the potential complainant is the amount of time which may be required to obtain a resolution, and the threat of retaliation which is perceived by many potential complainants.

A note on the private right to sue under Title IX

The right of an individual to file private suit to enforce Title IX rights has been the subject of the recent court case Cannon v. University of Chicago, 12 EPD 11175 (7th Cir. 1976).

APPENDIX

D

SOURCES OF FUNDING — EXAMPLES OF DEPARTMENT OF EDUCATION FUNDS

The Federal Government is a major source of financial support and technical assistance to the nation's schools chiefly through the U.S. Department of Education (ED). ED administers programs covering virtually every level and aspect of education. These programs and the fiscal year 1977 funds appropriated by Congress in support of them are listed below. Any information regarding these funds may be obtained from U.S. Department of Education, Region 8, 1961 Stout Street, Denver, Colorado 80294.

TYPE OF ASSISTANCE	PURPOSE
GROUP I: TO INSTITUTIONS, AGENCIES AND ORGANIZATIONS	
PART A - For Elementary and Secondary Education Programs	
Bilingual education basic programs (OMB Cat. No. 13403)	To develop and operate programs for children ages 3-18 with limited English speaking ability
Bilingual education support services (OMB Cat. No. 13403)	To operate regional centers providing assistance to bilingual education teachers in local districts (training resource centers), develop bilingual curriculum materials (material development centers), or evaluating and printing such materials (assessment dissemination centers)
Community schools (OMB Cat. No. 13563)	To assist state and local education agencies in establishing community schools to train personnel to plan and operate community education programs
Education and the Arts (OMB Cat No. 13566)	To encourage the establishment of art education programs at elementary and secondary levels

TYPE OF ASSISTANCE	PURPOSE
Educational innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local educational agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Follow Through (OMB Cat. No. 13433)	To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs
Incentive grants (OMB Cat. No. 13512)	To encourage greater state and local expenditures for education
Indian education (OMB Cat. No. 13534)	To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12
Indian education (OMB Cat. No. 13551)	To provide special elementary and secondary school programs meeting the special educational needs of Indian students
Indian education-special programs and projects (OMB Cat. No. 13535)	To provide exemplary and demonstration programs for improving educational opportunities for Indian children
Metric education (OMB Cat. No. 13561)	To encourage education agencies to prepare students for the metric system of measurement
Programs for children in state institutions for the neglected and delinquent (OMB Cat. No. 13431)	To improve the education of delinquent and neglected children in state institutions

TYPE OF ASSISTANCE	PURPOSE
Programs for disadvantaged children (OMB Cat. No. 13428)	To meet the educational needs of deprived children
Programs for migratory children (OMB Cat. No. 13429)	To meet the educational needs of children of migrant farm workers
Special assistance to refugees from Laos, Cambodia and Vietnam (OMB Cat. No. 13769)	To assist refugees from Laos, Cambodia and Vietnam
State administration of ESEA Title I programs (OMB Cat. No. 13430)	To strengthen administration of ESEA, Title I
Right to Read (OMB Cat. No. 13533)	To stimulate institutions, government agencies and private organizations to improve and expand reading related activities for children, youths and adults
School maintenance and operation (OMB Cat. No. 13478)	To aid school districts on which federal activities or disasters have placed a financial burden
State equalization grants (OMB Cat. No. 13572)	To reimburse states for costs incurred in the development or administration of a plan for equalization of state and local school finances with primary purpose to achieve equality of opportunity for all children
Women's educational equity (OMB Cat. No. 13565)	To support development and implementation of capacity building programs contributing to women's educational equity and having a possible national impact

TYPE OF ASSISTANCE	PURPOSE
PART B - For Strengthening Organizational Resources	
Alcohol and drug abuse education programs (OMB Cat. No. 13420)	To organize and train alcohol and drug education leadership teams at state and local levels to develop programs and leadership to combat causes of alcohol and drug abuse
Bilingual education technical assistance coordination (OMB Cat. No. 13403)	To provide technical assistance to local education agencies operating Title VII Basic Programs and to coordinate bilingual programs within the state
Education broadcasting facilities (OMB Cat. No. 13413)	To aid in the acquisition and installation of broadcast equipment for educational radio and TV
Educational television programming (OMB Cat. No. 13541)	To fund development and dissemination of educational television programs
Interlibrary cooperation (OMB Cat. No. 13465)	To establish and operate cooperative networks of libraries
Library and learning resources (OMB Cat. No. 13570)	To help provide school library resources, textbooks, and other instructional materials, instructional equipment, minor remodeling, testing, counseling and guidance services in elementary and secondary schools
Library services (OMB Cat. No. 13464)	To extend and improve public library services, institutional library services, and library services to populations unserved or inadequately served.

TYPE OF ASSISTANCE	PURPOSE
Projects in environmental education (OMB Cat. No. 13522)	To develop environmental and ecological awareness and problem solving skills through education programs conducted by formal and nonformal educational organizations and institutions
PART C - For Postsecondary Education Programs	
Basic institutional development (OMB Cat. No. 13454)	To provide partial support for cooperative arrangements between developing and established institutions
Advanced institutional development (OMB Cat. No. 13454)	To assist selected developing institutions enter the mainstream of higher education
Bilingual education stipends and institutional assistance (OMB Cat. No. 13403)	To train teachers, administrators and others working with bilingual education programs, to recruit faculty and encourage reforms and improvements in bilingual education curriculums at the undergraduate and graduate levels
College library resources (OMB Cat. No. 13406)	To strengthen postsecondary library resources
College Work Study (OMB Cat. No. 13463)	To stimulate and promote part-time employment of needy postsecondary students
Community service and continuing education programs (OMB Cat. No. 13491)	To strengthen higher education capabilities for helping communities solve their problems and to bring continuing education opportunities to adults
Cooperative education programs (OMB Cat. No. 13515)	To support planning and implementation of programs alternating periods of academic study and public or private employment

TYPE OF ASSISTANCE	PURPOSE
Cuban student loans (OMB Cat. No. 13409)	To provide a loan fund to aid Cuban refugee students
Educational opportunity centers (OMB Cat. No. 13543)	To operate centers assisting low income persons desiring to pursue a program of post-secondary education
Endowments to agriculture and mechanic arts colleges (OMB Cat. No. 13453)	To support instruction in agriculture and mechanic arts in land grant colleges
Improvement of post-secondary education (OMB Cat. No. 13925)	To aid postsecondary education reforms in curriculum development, teaching and administration
National Direct Student Loan Program (OMB Cat. Nos. 13469-470-471)	To help set up funds at higher education institutions for making low-interest loans to graduate and undergraduate students attending at least half time
National teaching fellowships and professors emeriti (OMB Cat. No. 13454)	To strengthen teaching resources of developing institutions
State planning commissions (OMB Cat. No. 13550)	To develop statewide comprehensive planning for post-secondary education
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for grants to needy students or to develop such grant programs where they do not exist (grants are on a matching 50-50 basis)
Student special services (OMB Cat. No. 13482)	To assist low income and handicapped students to complete postsecondary education

TYPE OF ASSISTANCE	PURPOSE
Supplemental education opportunity grants (OMB Cat. No. 13418)	To assist students of exceptional financial need to pursue a postsecondary education
Talent Search (OMB Cat. No. 13488)	To help identify and encourage promising students to complete high school and pursue postsecondary education
Upward Bound (OMB Cat. No. 13492)	To motivate young people with low income backgrounds and inadequate high school preparation to enter postsecondary training
Veterans cost of instruction (OMB Cat. No. 13540)	To encourage recruitment and counseling of veterans by postsecondary education institutions
PART D - For the Education of the Handicapped	
Deaf-blind centers (OMB Cat. No. 13445)	To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers
Early education for handicapped children (OMB Cat. No. 13444)	To aid state and local education agencies developing model preschool and early education programs for handicapped children
Gifted and talented children (OMB Cat. No. 13562)	To develop programs for gifted and talented children and to train teachers and leadership personnel for these children
Information and recruitment (OMB Cat. No. 13452)	To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children

TYPE OF ASSISTANCE	PURPOSE
Media services and captioned film loan program-film (OMB Cat. No. 13446)	To advance the handicapped through film and other media including a captioned film loan service for cultural, educational and vocational enrichment of the deaf
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To establish and operate a system of centers on educational media for the handicapped
Media services and captioned film loan program-research (OMB Cat. No. 13446)	To contract for research into the use of educational and training films and other media for the handicapped and for production and distribution
Programs for children with specific learning disabilities (OMB Cat. No. 13520)	To provide for research and training and establishment of model centers for the early identification of children with learning disabilities
Programs for the handicapped-aid to states (OMB Cat. No. 13449)	To assist in initiation, expansion and improvement of programs and projects for the handicapped at preschool, elementary and secondary levels through grants to states and outlying areas
Programs for the handicapped in state supported schools (OMB Cat. No. 13427)	To strengthen programs for children in state supported schools
Personnel training for the education of the handicapped (OMB Cat. No. 13451)	To prepare and inform teachers and others who educate handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training

TYPE OF ASSISTANCE	PURPOSE
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel to work with the handicapped
Regional education programs for the handicapped (OMB Cat. No. 13560)	To make grants or contracts to publicly supported educational institutions to develop and operate special educational programs at vocational, technical, postsecondary or adult levels for deaf or other handicapped persons
Handicapped regional resource centers (OMB Cat. No. 13450)	To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children
Severely handicapped projects (OMB Cat. No. 13568)	To meet education and training needs of severely handicapped children and youths by helping them become as independent as possible
Supplementary educational centers and services, guidance, counseling and testing for the handicapped (OMB Cat. No. 13519)	To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling and testing
PART E - For Developing and Strengthening International Studies Programs	
Consultant services of foreign curriculum specialists (OMB Cat No. 13439)	To bring foreign resource persons to the U.S. to assist in developing language and area programs pertinent to their home regions
Group projects abroad for non-Western language and area studies (OMB Cat. No. 13440)	To train U.S. education personnel abroad in language and international studies, to develop comprehensive language programs for U.S. institutions

TYPE OF ASSISTANCE	PURPOSE
International studies centers (OMB Cat. No. 13435)	To upgrade training resources at Centers for International Studies including foreign language and area studies
International studies programs, graduate and undergraduate (OMB Cat. No. 13435)	To encourage international studies resources at the graduate and undergraduate levels
PART F - For Occupational, Adult, Vocational and Career Education	
Adult education (OMB Cat. No. 13400)	To provide adult basic education programs up to 12th grade competency
Bilingual vocational training (OMB Cat. No. 13558)	To assist in conducting bilingual vocational training programs so that vocational training programs are available to everyone needing them
Career education (OMB Cat. No. 13554)	To demonstrate effective methods and techniques in career education, to develop exemplary models and to enable state education agencies to plan for career education
Consumer and homemaking education (OMB Cat. No. 13494)	To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas
Cooperative education for vocational students (OMB Cat. No. 13495)	To help states conduct vocational education programs of cooperative work-study arrangements
Indian education (OMB Cat. No. 13536)	To provide adult basic education and GED programs for Indian adults

TYPE OF ASSISTANCE	PURPOSE
Vocational education-basic programs (OMB Cat. No. 13493)	To maintain, extend and improve vocational education programs to develop programs in new occupations
Vocational programs for persons with special needs (OMB Cat. No. 13499)	To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs
Vocational education-state advisory councils (OMB Cat. No. 13500)	To advise the State Board for Vocational Education on the development and administration of state plans to evaluate vocational education programs, services and activities
Work-Study programs for vocational students (OMB Cat. No. 13501)	To provide work opportunities for full time disadvantaged vocational education students
PART G - For Desegregation Assistance	
Desegregation assistance grants to non-profit organizations OMB Cat. No. 13529)	To promote aid for community-based special programs and projects in support of school district desegregation plans
Desegregation assistance basic grants to LEAs (OMB Cat. No. 13525)	To provide aid to desegregating school districts for educational programs
Desegregation assistance pilot programs (OMB Cat. No. 13526)	To help desegregating school districts provide special help in the form of reading and math programs to overcome minority group isolation
Desegregation assistance bilingual programs (OMB Cat. No. 13528)	To help desegregating school districts provide bilingual-bicultural programs for children of limited English speaking ability.
Desegregation assistance educational TV (OMB Cat. No. 13530)	To develop and produce integrated children's educational television programs

TYPE OF ASSISTANCE	PURPOSE
Desegregation assistance special programs and projects (OMB Cat. No. 13532)	To lessen minority group isolation by supporting efforts of special merit not covered under ESAA legislation
ESAA evaluation (OMB Cat. No. 13531)	To evaluate programs and projects assisted under the Emergency School Aid Act
Desegregation assistance Civil Rights training and advisory services (OMB Cat. No. 13405)	To aid school districts in hiring advisory specialists to train employees and provide technical assistance in matters related to desegregation on the basis of race, color, religion, sex, national origin or language deficiencies
GROUP II: TO INDIVIDUALS--FOR TEACHER AND OTHER PROFESSIONAL TRAINING AND STUDENT ASSISTANCE	
Basic educational opportunity grants (OMB Cat. No. 13539)	To provide financial assistance to undergraduate postsecondary students
College teacher graduate fellowships (OMB Cat. No. 13407)	To train persons as bilingual education teacher-trainers in universities and school districts
College teacher graduate fellowships (OMB Cat. No. 13407)	To increase the number of qualified college teachers
College Work-Study (OMB Cat. No. 13463)	To promote part-time employment of postsecondary students in great financial need
Cuban student loans (OMB Cat. No. 13409)	To provide loans to needy Cuban refugee students
National direct student loans (OMB Cat. No. 13471)	To provide low interest loans to postsecondary students

TYPE OF ASSISTANCE	PURPOSE
Domestic mining and mineral-fuel conservation fellowships (OMB Cat. No. 13567)	To assist graduate students in domestic mining and mineral-fuel conservation, including oil, gas, coal shale and uranium
Educational development (for educators from other countries)	To provide opportunity for foreign educators to observe U.S. methods, curriculum and organization at elementary, secondary and higher education levels
Ellender fellowships (OMB Cat. No. 13583)	To assist the Close Up Foundation of Washington, D.C. with its program for increasing understanding of the federal government among secondary school students and their communities
Fellowships abroad for doctoral dissertation research in foreign language and area studies (OMB Cat. No. 13441)	To develop research knowledge and international studies capabilities for specialized advanced work abroad
Fellowship opportunities abroad (OMB Cat. 13438)	To promote instruction in international studies through grants and faculty projects for overseas work
Foreign language and area studies fellowships (OMB Cat. No. 13434)	To pay stipends to individuals undergoing training in any modern foreign language
Guaranteed student loan program (OMB Cat. No. 13460)	To encourage private commercial institutions and organizations to make loans to postsecondary students
Indian education (OMB Cat. No. 13569)	To assist Indian professional and graduate students in engineering, medicine, law, business, forestry and related fields

TYPE OF ASSISTANCE	PURPOSE
Domestic mining and mineral-fuel conservation fellowships (OMB Cat. No. 13567)	To assist graduate students in domestic mining and mineral-fuel conservation, including oil, gas, coal shale and uranium
Educational development (for educators from other countries)	To provide opportunity for foreign educators to observe U.S. methods, curriculum and organization at elementary, secondary and higher education levels
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Guaranteed student loan program (OMB Cat. No. 13460)	To encourage private commercial institutions and organizations to make loans to postsecondary students
Indian education (OMB Cat. No. 13569)	To assist Indian professional and graduate students in engineering, medicine, law, business, forestry and related fields

TYPE OF ASSISTANCE	PURPOSE
Vocational education personnel development awards (OMB Cat. No. 13503)	To meet state needs for qualified vocational education personnel by making awards to educators and institutions
Vocational education professional personnel development for states (OMB Cat. No. 13504)	To strengthen education programs authorized by the Vocational Education Amendments of 1968: to improve instruction and administration of vocational education at all levels
GROUP III:	FOR RESEARCH
Consumer education (OMB Cat. No. 13568)	To support research and development and pilot projects designed to provide consumer education to the public
Foreign language and area studies research (OMB Cat. No. 13436)	To improve foreign language and area studies through support of research and studies, experimentation and development of specialized instructional materials
Handicapped physical education and recreation research (OMB Cat. No. 13443)	To improve physical education and recreation programs for handicapped children through research and demonstration projects
Library demonstrations (OMB Cat. No. 13475)	To promote library and information science research and demonstrations

APPENDIX

E

GLOSSARY OF TERMS RELATING TO CONTRACTS AND GRANTS

ACCOUNTABILITY: Responsibility for a specified performance, outcome and results.

AUTHORIZATION: Basic substantive legislation enacted by Congress which sets up a federal program or agency. Such legislation sometimes sets limits on the amount that can subsequently be appropriated but does not usually provide budget authority.

AWARDS, METHODS OF: (1) OPEN-BID: Request for Proposal (RFP) or prospectus is publicly announced and/or distributed. Respondents submit "solicited" proposal (see definition below). (2) SOLE SOURCE AWARD: A non-competitive offer to submit a proposal, made by the funding source to a uniquely qualified individual or organization (solicited proposal results). (3) REQUEST FOR QUALIFIED SOURCES: Offers are sent to previously identified individuals or organizations to submit proposal (solicited proposal).

BUDGET: The estimated cost of performance of the project as set forth in the Notification of Grant Award or contract.

BUDGET AUTHORITY (APPROPRIATION): Authority provided by Congress which allows federal agencies to incur obligations to spend or lend money. The budget authority appropriated for a fiscal year is sometimes more than the obligations or outlays within that year due to the long-range nature of some programs (particularly construction projects). There may be unspent budget authority carried over from prior years earmarked for specified purposes. This money is not available for new programs.

CONTRACT: The procurement of a service to perform a specific activity where the funding source (federal agency) has already identified a need, has determined the type of program needed to meet this need, has described the actual format for the service or activity desired, has determined the expected outcomes for the project, has selected an acceptable cost range and knows the length of time required to complete the program. The funding agency exerts management control over the recipient. (Many federal agencies blur the distinction between a contract and a grant--see "grants" below.)

CONTRACTS, TYPES OF: (1) COST PLUS FIXED FEE: Specified the specific fee for performance, plus specified allowable additional costs; i.e., overhead, travel, etc. (2) FIXED PRICE (OR FIXED FEE): Guarantees specified payment for performance of specified tasks within a specified period of time. (3) GUARANTEED PERFORMANCE: Grantee (contractor) guarantees the results of his services (or activities or program) in specific behavioral terms. Payment is made only if results are met. (4) RETAINER: Minimum fee established for minimal services--usually designated by number of man-hours or man-days within a specified period of time. Additional time demands require separate contract negotiations. (5) OPEN-ENDED: Like a fixed fee contract--the difference being that further related activities, as yet unspecified, are anticipated. Usually entered into in exploratory stage of an idea, to determine whether further work is needed (pre-feasibility studies). If additional work is undertaken, a new contract is negotiated, usually on a "sole source" basis. (6) COST REIMBURSABLE: Contract issued on basis of estimated costs; final payment is based on costs actually incurred, usually not to exceed dollar amount of contract.

DIRECT COSTS: Expenses which can be itemized and for which vouchers or payroll records can be presented for payment. They include salaries and wages, fringe benefits, supplies, travel, communication, equipment, computer, rentals, printing and duplication, etc.

EMPLOYEE BENEFITS (FRINGE BENEFITS): Differ with each employing agency but generally include retirement, social security, health benefits. The business office of your agency can provide the percentage of salary to be used in computing this amount -- usually a direct cost.

EVALUATION: An appraisal of an activity seeking to measure the extent to which the activity or program attained the objectives set forth. (1) DESCRIPTIVE: Describes the situation or program as it appears at a given point in time, rather than attempting to establish cause. (2) FORMATIVE: Starts with establishing the objectives of the activity; continues during the entire course of the activity, providing ongoing data (feedback) for decision-making, including revision of the objectives initially established. (3) EXTERNAL (sometimes defined as "third party"): Conducted by individuals who are not directly involved in the process, procedure or program

being evaluated. (4) INTERNAL: The process used by personnel responsible for the operation of a program to determine the degree to which it has fulfilled its stated objectives.

FISCAL YEAR (FY): Year running from July 1 to June 30 and designated by the calendar year in which it ends. For example, FY74 covers the period July 1, 1973--June 30, 1974. (In process of transition from July 1 to October 1, to end September 30 will eventually apply to all federal grants.)

GRANT (CONTRACT) PERIOD: The period of time specified in the Notification of Grant Award or Contract award during which costs may be charged against the grant or contract.

GRANTEE (CONTRACTOR): The agency, institution or organization named in the grant or contract as the recipient.

GRANTS: A formal gift of money executed for a designated purpose (usually experimental, research or demonstration), where all the factors related to "contracts" (need, format, outcomes, costs, time) are not fully determined. Often the idea for the grant is proposed by the agency or individual writing the proposal. The grantee has management control over the use of the funds, the methods to be used and a more flexible timetable. (Many federal agencies blur the distinction between a grant and a contract--see "Contracts" above.)

GRANTS OR CONTRACTS OFFICER: The federal agency employee who is authorized to execute and is responsible for the administration of the grant or contract on behalf of the Government. S/he is the only person authorized to approve amendments to the contract or grant; such authorizations are effective and binding only when in writing.

GUIDELINES: Following publication of "priorities" in the Federal Register, each agency re-publishes those priorities in the form of detailed "Guidelines" for use by institutions or organizations in applying for funds. (See "priorities" below.)

INDIRECT COSTS (OVERHEAD): These are REAL costs, defined as general expenses necessary for project operation, which

are difficult to itemize on a project-by-project basis; such as business office services, physical plant operation and library.

LETTER OF INTENT: Sometimes required by an agency before they will accept a complete proposal document. This letter usually contains a description of the proposed project, an estimated budget and information on the applicant. The purpose of this requirement is to allow the funding source to screen out ineligible applicants or projects not consistent with the program's priorities and format. This screening saves considerable time for both the federal agency and the group planning to submit a proposal. In some cases, the federal agency also wishes to determine in advance the number of completed proposals they can anticipate and thus do some preliminary planning about the use of their own personnel and funds. In addition, such a letter guarantees the funding source an opportunity to make comments and suggestions on a program idea before a completed application is submitted.

MANAGEMENT PROCESSES: Once a contract or grant has been awarded, the receiving agency is responsible for effective and efficient program and fiscal management. Management processes are the means by which management of the overall project is carried out, and includes planning, operation, fiscal administration, decision making, evaluating, and staff descriptions, recruiting and selection.

MATCHING CONTRIBUTIONS: Cash contributions or "in kind" support (travel costs, personnel services, overhead, space) provided by the grantee in support of the project. The required extent of this participation is set by the funding agency, usually as a percentage of the funds provided by the sponsor.

NEEDS ASSESSMENT: A survey and analysis of needs for the proposed program might include: (1) symptoms; (2) causes; (3) description of population; (4) related research; (5) attempted solutions; (6) capability of the institutions to implement and/or continue the activity.

OBLIGATIONS: Commitments made by federal agencies (or other organizations) to pay out money for projects, services or other purposes--as distinct from the actual payments. Obligations incurred may not be larger than the budget authority (appropriation) or grant award.

OUTLAYS (EXPENDITURES): All payments made during the fiscal year.

PRIORITIES: Each federal agency develops annual program plans which include objectives and primary areas of emphasis. These areas of emphasis are called priorities and the agency awards contracts or grants for projects which most closely relate to those priorities. Each federal agency must publish, in the Federal Register, the priorities for its programs; included will be a statement of its general interest, the specific population to be served, the deadline for applications and the type of proposal document to be submitted. (See also "Guidelines" above.)

PROJECT DIRECTOR (PRINCIPAL INVESTIGATOR): The person responsible for directing and managing the project of the grantee (contractor).

PROJECT OFFICER: The federal agency employee who is responsible for the technical (content, program) monitoring of the project of the grantee (contractor) as representative of the grants (contract) officer. (See "Grants or Contract Officer" above.)

PROPOSALS: (1) RFP (REQUEST FOR PROPOSAL): Lists the types of qualifications needed, gives details on the program to be funded and specifies the types of information interested institutions must submit in order to be considered for the award. (If you want to get RFP's from specific agencies, call the Procurement Office of that agency and ask for a "Bidder's Mailing List Application," Form 129.) (2) SOLICITED: Requested by the funding source because it has originated the program idea or because the proposed subject is consistent with its major program priorities. (See "Awards" above.) (3) UNSOLICITED: Idea for the program originates with the submitting agency. It may or may not be relevant to the priorities of the potential source of support. (See "Priorities" above.)

SPONSORED PROJECT: A specific activity or program financed by funds other than those of the regular budget of the agency administering the project. Usually this means programs financed through awards from federal agencies or private foundations.

STAFF: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the program.

SUPPLEMENTAL FUNDS (COST SHARING): Participation by the grantee in the costs of the project. (See "Matching Contributions" above.)

TERMS AND CONDITIONS: Document(s) incorporated in every contract or grant which set forth the specific federal laws and regulations which govern performance and administration of the project. Usually included are paragraphs relating to: project scope, cost limitations, accounts and records, payment procedures, reports, printing and duplicating, termination, application of state and local laws and institutional procedures, copyright and publication, patent rights, travel, equipment, sub-contracting, health and safety standards, compensation, labor standards, equal employment, consultants, clearance for forms, investment and grant related income, changes in key personnel, animal care, and so forth. Some items are special and unique to a particular project; most items are general and apply to all contracts/grants.

WORKSHOP EVALUATION

PLANNING FOR CHANGE:
TITLE IX AND SEX EQUITY

___Female

___Male

___Student

___Parent

___Teacher

___Administrator

Years of Age

___6-15

___16-20

___21-25

___26-30

___31-45

___46-Above

DIRECTIONS: Please complete and return to the workshop facilitator, using the rating scale below showing 1 as the lowest value and 5 as the highest.

1. The workshop objectives were met:

   a. Provide an overview of some of the necessary conditions for change related to Title IX — Low 1 2 3 4 5 High

   B. Provide a framework for diagnosing organizational change needs related to Title IX — 1 2 3 4 5

   c. Provide an opportunity to develop preliminary plans for organizational change — 1 2 3 4 5

   d. Increase skills in developing action programs — 1 2 3 4 5

2. There was enough time to get the information needed. — 1 2 3 4 5

3. My feelings about sex equity were changed by this workshop. — 1 2 3 4 5

4. I feel grateful to have become a part of the Title IX network. — 1 2 3 4 5

5. I now feel more positive about my own career goals. — 1 2 3 4 5

6. I feel relieved to know that others had some of the same concerns I had. — 1 2 3 4 5

		Low				High
7.	This workshop has made me feel more capable personally.	1	2	3	4	5
8.	This workshop has made me feel more capable professionally.	1	2	3	4	5
9.	Because of this workshop, I now have more positive feelings about my working interaction with members of the opposite sex.	1	2	3	4	5

10. Comments: _____

_____

_____

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1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

COLORADO STATE BOARD OF EDUCATION

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